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Editor :
SUTINDER SINGH

Gender Sensitivity & Barriers in Education — An Overview

Shikha Misra*
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Introduction

The belief that women are inferior goes back a long way. "The female is female by virtue of a certain lack of qualities" declared Aristotle. The political and economic status of men and women is organized by different requirements and constraints. These when socialized, produce relationships of power, of production and of reproduction, thus constituting an immense cultural system comprising masculine and feminine. In this paper an effort is made by the authors to examine the various levels at which this unbridgeable divide of man/woman, masculine/feminine, functions.

Throughout the ages and through diverse cultures women's status has depended on the biological fact that she is potentially the bearer of children. Social organization depends on division of labour and roles in society are assigned according to the physical distribution of sex, age and kinship. Anthropological and historical evidence indicates that the criteria for division of labour between the sexes — and hence the role of the female — is arbitrary, based on local customs and traditions rather than on physical and mental capacities. For instance, woman's lesser strength and slighter build has not exempted her from being a carrier of burdens, from heavy agricultural labour and other physically strenuous exertions. The arbitrary and often irrational assignment of roles serves to accentuate almost from the moment of birth the bipolarity of the sexes. Men and women conform to social laws because from early infancy they have been taught the ways of their society and its standards have become their own. In this way physiological differences between the sexes are sustained and kept alive by the social order and institutionalized by mores and traditions. The simpler the community the more difficult it is to break its laws.

The concepts of masculinity and femininity exist mainly in the realm of abstract ideas. Society attributed sharply contrasting qualities to men and women in order to keep the idea of bipolarity intact. Rationality came to be associated with men, and sentimentality with women; men's thinking was said to be logical, women's dismissed as intuitive. When men worked on intuition it was admired as the necessary accompaniment or starting point of scientific discovery and invention. Subordination of the feminine to the masculine became the necessary condition for the functioning of the social machine.

The differences between the sexes — some biological and others man made — have inevitably resulted in psychic consequences. "Anatomy is destiny" declared Sigmund Freud in 1933. He found woman to be the imperfect man and blamed the 'fatality' of the feminine situation on her anatomical defectiveness.

Several psychometric tests devised to measure masculinity and

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femininity have shown that they are matters of degree rather than of contrasting traits at two opposite poles. "M-F" scales designed to measure the degree of "maleness" and "femaleness" have in the last analysis exhibited a bias inherent in their very nature. Qualities such as mechanical ability and interest in engineering have been placed on the masculine and whereas dependence, desire for security and aesthetic interests have been placed towards the feminine end of the scale. The relativity of these generalized standards is seen in the fact that engineering — one of the most unequivocally masculine interests in the United States — was found to be very popular among women in the erstwhile USSR.

We find therefore that what is only an index of the relative distribution between men and women of certain qualities has thus become the criterion of masculine and feminine. Biologists and geneticists have found that human beings are ambisexual for both men and women possess male and female sex hormones, though in different proportions. What Virginia Woolf wrote in *A Room of One's Own* about creative writers may well be applied to men and women in general: "for anyone who writes... it is fatal to be a man or woman pure and simple, one must be womanly manly or man womanly"

Status of Women Down the Ages

In ancient civilizations women were worshipped as mother goddesses and personifications of the principle of creation of life, of rebirth of nature after the death of winter, and of the hope of resurrection of man himself. Their standing received a major setback with the spreading influence of the Greek and Roman empires. Women in these countries were treated little better than child bearing slaves. Christianity did not help matters. Although blessed with a soul equal to man's, woman was regarded as the temptress responsible for the downfall of Adam. Witch hunts were a common feature and thousands of women were burnt at the stake in England and Europe. The advent of the Renaissance saw a revival of learning but women were advised to keep their knowledge a secret for fear they be considered unfeminine.

The first essay to explicitly talk of equality for women was Condorcet's "The Admission of Women to Full Citizenship" (1790) written during the intellectual and social ferment of the French Revolution. Mary Wollstonecraft's *Vindication of the Rights of Women* appeared in England in 1792 but was too far ahead of its time to have much impact. That position was reserved for John Stuart Mill's *Subjection of*

Women published almost a century later in 1869. It has since been elevated to the rank of feminist manifesto.

The Industrial Revolution of Europe in the 19th century brought significant changes in the status of women. The transfer of production from home to factory for increasing productivity destroyed the family unit. Thousands of men, women and children left their homes to work as 'sweated labour' and to dwell in appalling conditions in city slums. At the same time, the rapidly prospering middle class began to put a premium on the idleness of women. Apart from child bearing and presiding over a well run household the bourgeois woman's main function was to be an ornament to society. Chastity or a sense of propriety were supposed to be her highest virtues. The aim of education, proclaimed Ruskin, was right living, right thinking and the acquisition of good taste.

The period of colonial expansion in the 19th century saw many men emigrating overseas. Scarcity of eligible young men made the fate of unmarried surplus women a serious topic of discussion. Specialized education and training among girls became the necessary means for earning a livelihood. Consequently the number of girls colleges went up significantly. In spite of this, women were not admitted to the great English universities till well into the 20th century. Famous women's colleges like Girton (1869), and Newnham (1871) did not become part of Cambridge University till 1948. In the United States matters were somewhat different. Special women colleges opened as early as the 1830s and many universities began admitting women on a co-educational basis in the 1860s. By 1900 the proportion of co-educational institutions of higher education in the West was about 70%.

In India the story has not been very heartening. The Education Commission of 1882 judged the status of women's education "extremely backward". The World War and the Independence Movement set the stage for an educational change and the All India Women's Conference, founded in 1927, encouraged the active participation in educational, political and social reforms. The percentage of educated women, however, remained small and in the 1932 *Review of the Indian Girl & Her Education*, J. M. Kumarappa could castigate girls for pursuing male oriented studies and becoming 'mannish'. He advocated a special syllabus for girls which would include subjects like cookery, laundry work, infant and child care, cleaning and needle craft. Customs like dowry, *purdah* system, early marriage, pressure of household duties — girls

make up a very high proportion of the unpaid family worker — have all acted as obstacles to education. The subsequent alienation an educated girl faces in society has been another deterring factor. In 1882 at the college level in arts and in professional colleges, there were only 35 women in a student body of 10,538.

The ratio of literate women, which was only 6 per thousand in 1901, has now become almost 400 per thousand as is evident from Table 1 :

Table 1 : Percentage of literate women in India

Year	1901	1911	1921	1931	1941	1951	1961	1971	1981	1991
% of literacy among Females	0.6	1.1	1.8	2.9	7.3	7.9	13.0	18.7	24.8	39.4

Women & Education : The Contemporary Scene

Changing family pattern and the acquisition of the franchise have been greatly instrumental in bringing about radical changes in women's status all over the world. But it is education which has a direct bearing on the social position of women. Since the mid 19th century, education of women has expanded not only in western developed countries, but also in undeveloped or underdeveloped countries of Asia and Africa. The United Nations through UNESCO and the Commission on the Status of Women has taken the initiative in this direction and actively formulated the rights of women to education through the United Nations Charter (1945) and the Universal Declaration of Human Rights (1948). The Declaration proclaims that all are entitled to free education; that elementary education shall be compulsory; that technical and professional training shall be available equally to all whose ability merits it. Here again women face serious problems for the ground work for technical education is laid at the primary level, not only is about half the world's population still illiterate but women lag far behind men in literacy due to social, economic and related factors. In the second half of the 20th century a developed country like USA has about 2.9% illiterate women. The figures for France are 3.8%, Hungary 5.4%; India 60.7%; Turkey 83.3%, Iraq 95.8% and Algeria 98.2%.

Continuous efforts are being made world wide to eradicate illiteracy among women not only in developed countries but also in developing and underdeveloped countries. The SAARC group of nations has declared 1991-2000, the Decade of the Girl Child. UNICEF published a pamphlet 'Investing in Girls' and in 1990 its executive board took it up as priority issue. In 1989 the United Nations General Assembly

adopted the convention on the Rights of the Child. Article 2 of the document which came into force in 1990 and which was ratified by 165 countries, declares that every child, boy and girl, has equal right to survival, protection and development. Other declarations and commitments undertaken to advance the education of girls include the resolution adopted in Nairobi in 1985, in the World Summit for Children in 1990 and in the African Charter of 1990.

The wastage of women's potentialities begins at the base. In India in the early 1960s only 27 of 100 girls — compared with 39 of 100 boys — entering school reached the 4th class. Table 2 shows that the position is still far from satisfactory :

Table 2 Dropout rates of Boys and Girls

Year	Class I-V		Class I-VIII		Class I-X	
	Boys (%)	Girls (%)	Boys (%)	Girls (%)	Boys (%)	Girls (%)
1980-81	56.2	62.5	68.0	79.4	79.3	86.6
1985-86	45.8	50.3	60.7	70.0	73.9	83.2
1990-91	40.1	46.0	59.1	65.1	67.2	76.9
1993-94 (Provisional)	36.0	39.0	49.9	56.8	68.4	74.5

Thus out of every 100 girls enrolled in class I, only 61 reach class VI, only 43 reach class IX and only 25 each class XI. Though there has been a substantive reduction in dropout rates of girls since Independence, we have still not reached a position where we can feel complacent. The position throughout the world is similar. In 1980, the percentage of female enrolment in secondary schools was only 41% (87% for more developed countries and 29% for less developed countries). It is now only 50% (95% for more developed countries and 42% for less developed countries). The position of girls in higher education is, however, a little better than primary/secondary education, as is evident from Table 3 and Table 4.

Table 3 Women Students per hundred Men Students

Year	Total Women Enrolment	Enrolment per hundred Men
1950-51	40,000	14
1994-95	20,65,000	51

Table 4 . Percentage of Women Enrolment to Total Enrolment (Stage wise)

Year	Graduate	Postgraduate	Research	Diploma/Certificate
1985-86	29.5	31.2	31.0	24.4
1994-95	33.6	35.6	38.5	26.4

Though there has been tremendous increase in girl enrolment in India since Independence, the situation, if compared with other countries of the world, is not very encouraging. In the 1980s, there were 28% girls and 32% boys enrolled in most developed coun-

tries, whereas the figures in India were only 5% girls and 13% boys.

Again the facultywise distribution of enrolment of women in higher education shows a large number of women opting for the Arts (55%), followed by Sciences (20%), Commerce (14%), Education (4%), Engineering, Technology and Agriculture etc (7%). Compared to this fewer men were in Arts (33.4%), about the same number in Sciences (19.4%) and Education (4%), more in Commerce (26%), and in Engineering, Technology, Agriculture etc about 17%. Even in the open university system in India, out of about 5 lakh students 70% are boys and 30% girls

The 'apartheid of gender' is thus very much alive and kicking. Even in advanced countries like Britain and Scandinavia where education is subsidized by grants and loans, parents will in case of doubt or financial constraints send their sons rather than their daughters to the universities. According to an official British report, about one half of the boys but only one third of the girls capable of higher studies stay at school after the age of 16.

Social pressures exerted partly (a) by traditions and public opinion, (b) by the operation of market forces, (c) by older established professions (like medicine, law and theology), have limited the professional and therefore, the educational choices of women. The rationale for denying girls equal access to university education is usually because (a) she is not likely to become the breadwinner of her family, (b) her future socio-economic status will probably depend not on her professional occupation but on that of her husband; and (c) her career will presumably be only of short duration sacrificed at the altar of child bearing and housekeeping, not warranting therefore the investment of time, money, and energy

Women Today

Today the state of affairs is gradually improving and in countries like the United States, Britain, France, West Germany and Scandinavia there is a strong correlation between the educational level of women and their unemployment. Irrespective of her husband's social status and income the more highly educated the woman, the more strongly motivated she is to continue in or return to her career. Also, instead of impairing a girl's marital prospects a degree has proved to be an asset in the marriage market. Since universities are places where young women are likely to meet eligible young men many parents today see a college education as a better investment than dowry. Education in both developed and developing coun-

tries has immense prestige attached to it and husbands are proud to have a wife with university qualifications or professional training.

Although much has been achieved, much still remains to be done. Significant inroads have been made in fields as diverse as aviation and academics, politics and entrepreneurship, yet all around the world and especially in developing countries, the statistics are truly horrifying. Girls are aborted or killed as infants and the surviving few grow up in an atmosphere of neglect and abuse. Of the 100 million children worldwide between the ages of 6 and 11 who do not attend school, 70% are girls. Of the one billion illiterate adults an estimated two third are women. Under these circumstances the importance of education for women cannot be over emphasized. It is the first but an essential step towards rehabilitating, restoring and equalizing the power balances for women who for centuries have been forced to be submissive and docile to whimsical and irrational laws of patriarchal authority. Traditional behavioural patterns today are in a state of flux all over the world. We, in India, have to emerge from the old system of rigid social stratification and become part of a new order in which social status is based on personal achievement. The stringent criteria of age, sex, family membership must of necessity lose their weight in determining a person's place and her treatment in society. The need of the times is greater freedom for the woman and her assessment on personal merit — or, in the words immortalized in the Constitution of India, "prohibition of discrimination on grounds of religion, race, caste, sex or place of birth"

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HUMAN RIGHTS EDUCATION

Agenda for Educational Institutions

Gurupdesh Singh*

The order of Human Rights seems to be a recent phenomenon originating with the Declaration of Human Rights in 1948 by the United Nations. The ugly events leading to the War and during the War must have provided the immediacy to the move, but historically speaking, the seeds of such a movement can be seen to be spread all over the hoary past of humankind. Although man is recognised as the supreme creature of all species on this Earth, yet man is the only one who has an unpardonable record of its own destruction and degradation. Of all the creatures, he is the only one who callously pursues the policy of subjugation, decimation and savage persecution of its own kind. The history of mankind is full of gruesome chapters on events of human slavery, tyrannical serfdom, massive wars, ruthless racial discrimination, absolute despotism, outrageous gender bias and barbaric rituals. Man has humiliated man like no other species has ever done before.

For all practical purposes, it is presumed that period after 16th century belongs to the renaissance of man and marks the beginning of a civilised age. Yet, we know that the record of human achievements is hardly any better since then. Even twentieth century, which otherwise proclaims to be the era of progress, democracy and scientific rationalism has witnessed all these forms of cruelty to man probably at their worst. Two world wars and the single instance of the Jewish Holocaust are sufficient evidence of what man can do to a man. The Jewish suffering during the Second World War, in fact, turns out to be a historical metaphor of our times, illustrating the variety of oppressive measures that the powerful can adopt to deny fellow human beings their right to life and living. We know that the Holocaust exterminated nearly 6 million Jews, but we hardly know how, before they were liquidated, their dignity and existence as human beings was challenged and slowly crushed. Their business was boycotted and their property vandalised. They were disenfranchised and lost their right of citizenship in many European countries. Practically every temple of their faith was destroyed. Forced to live in ghettos, their children were not allowed to attend decent schools and deprived of their right to vote, they were not permitted to work. Worst of all, they were thrown in concentration and harsh

labour camps and tried in most arbitrary manner before being gassed to their ultimate death.

All this must have formed the necessary background to the making of the Universal Declaration of these Human Rights. With their pronouncement, the United Nations Organisation (UNO) has added a definitive document to the long chain of humanistic writings as can be found in the works of philosophers like Bacon, Locke, Voltaire, Rousseau. The Declaration is a direct attempt to state the rights which every human being is entitled to, notwithstanding his race, religion, sex, region, colour etc and which can ensure the restoration of human dignity and honour in the hour of crisis. Although history in the last 50 years has not witnessed the repeat of the Holocaust, yet man continues to be victimised, oppressed, humiliated and degraded in many ways. Racial discrimination, inhuman treatment to prisoners and undertrials, exploitation of the under-privileged and denial of social, political and economic freedom continue to prevail in our world society at large. The 1948 Declaration is a comprehensive catalogue of the basic and traditional human rights that ensure the life, liberty and security of an individual and provide for equal opportunities of work and progress to bring him the honour and dignity that he rightfully deserves.

Fifty years make a long period to retrieve the lost grounds and establish a new order of equality and freedom in the social and political context, but considering the long term oppression that man has been going through, it forms a very small period in the history of mankind. We may concede that developed countries have made some progress in the restoration of human dignity, yet we are not sure that the same can be said of the underdeveloped and developing countries. Even if we exclude the war time lost in these years, the progress made in the peaceful and democratic times has not been very encouraging.

In the underdeveloped and developing world, we have numerous instances of starvation, unemployment, feudal oppression, educational backwardness, social and environmental insecurity and child and woman exploitation. Although India has turned a few corners in the last 50 years, yet it has to work a lot to ensure that each of its citizens enjoys the fundamental human rights. Much of the effort, no doubt, lies with the state and it coordinates, yet one of the ways such a target can be achieved effectively is to

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bring up a massive awareness campaign. Education is one of the most potent means to spread the message of human rights and to ensure that corresponding change in attitude and values is brought about to ensure a long term impact. We do understand that resource constraints can sometimes impede dissemination and spread of these ideals, yet what we grudge the most is the general ignorance and lack of political and academic will to do it. It is highly unfortunate that even in the institutions of higher learning, the curriculum, including for law courses, rarely makes a mention of Human Rights even after 50 years of their proclamation. All the same, howsoever ruefully late we are, it is proper to give this issue an urgent thought now and make it an essential component of our educational system. The University Grants Commission (UGC) has already proposed to include Human Rights Education in its IX Plan agenda.

As it is perceived, Human Rights Education concerns almost all walks of life. Every aspect of human affair which facilitates an uninterrupted flow of human spirit and ensures its growth without compromising on his dignity and self esteem constitutes an integral part of it. Human Rights Education in the Indian context, therefore, shall include all those social, cultural, political, economic and environmental issues which our country needs to address for the achievement of its just and constitutional goals. The actual agenda for the implementation of these objectives shall have to be worked out at four levels.

The first is the simplest and the most workable level where information about Human Rights movement and its implications and its modes of execution can be directly passed on to our learners at various stages of schools, colleges and universities. Our learners should realise that besides the Universal Declaration of Human Rights, there are also separate declarations for women and children and the disabled and that there are various conferences and conventions which have made special mention on the educational needs of each human being.

The institutions of higher learning in India have recently woken up to the need of such an education. Teacher development institutions like the Academic Staff Colleges have been designated by the UGC to bring up this awareness in our teachers. Special subject studies are being promoted in areas like women studies, environmental education, adult education, human resource development, population economics, social development etc at the undergraduate level. However, the initiative has to be strengthened and a vigorous expansion drive is needed to broadbase these studies.

The second level deals directly with the business of living and earning livelihood. One way of achieving a secure and steady social order is to prepare people for work and get them opportunities for material progress. Academic information alone, does not make one ready for gainful employment. Our education, therefore, must train our young people for business skills and future absorption in various vocations. One of the fundamental articles of Human Rights relates to human need for work and safeguards against exploitation in work situations. A well conceived educational curriculum contributes a great deal in ensuring the exercise of this right.

Our education system leaves much to be desired on this front. Nevertheless, a glimmer of hope has started emerging, as the college level education is slowly turning to vocationalise its courses. They have introduced courses for such diverse professional fields as journalism, broadcast media, advertising, finance, hotel and tourism, computer applications, food technology etc. Once again system will have to be reorganised and expanded to meet the urgency of the situation.

At the third level, we realise that Human Rights Education is not a matter of merely passing information or developing skills. It goes deeper than that and is concerned basically with attitudes and value orientation. Education is one of the most enduring instruments of fostering values and sensitising people about the delicate issues of human aspirations and achievements. Our educational objectives, therefore, must include the nurturing of such Indian values as democracy, secularism, equity, social justice, liberty, security, freedom etc to ensure a peaceful and dignified survival of its citizens. Needless to say that most of these values cannot be moduled in a prescriptive syllabus. Value orientation, therefore, has to be done in a highly creative way both within and outside the classroom situation. Teachers themselves have to become the embodiments of such values and set an example for their learners. One can easily see that Human Rights education, at this level, turns into a constituent of the larger and more important agenda, that of value education which provides us an approach to life. Values are part of the process of life long education and inspire us for human excellence and mutual respect and development.

The fourth and the last level seeks the development of awareness and attitudes to turn into social action. Human Rights is all about social change and direct intervention into some of the established social, cultural and political norms. Education must not only mould public opinion, but also encourage social movements. It must lead people to the actual

fields of action and help them protect the rights of the victims and restore their legitimate position. To start with, the educational planners must see that the disadvantaged groups like the handicapped, orphans, destitutes, refugees, women and children, socially backward, economically poor etc, are provided equal opportunities for their rightful education and mental growth. Then it should see that through its various schemes and projects, like NSS, these groups are provided the necessary field training and support to make the desired transition.

The work at the first two levels is much easier, although we know that not much headway has been made so far. The real difficulty is at the third and fourth level, but we can understand that it is not in any way particular to the Human Rights education. The general scenario of educational institutions is like that which does not promote work at these levels. But should that deter us from setting our agenda in those terms? Human Rights education has, in fact, provided us with an opportunity to introspect and revise our priorities in the field of education. A good education is never complete if it is not related to the establishment of a sane and stable society.

Towards the end, I would like to add a few words of caution. It is a common practice to discard a good

lot of ideas by labelling them as theoretical, presuming that they are impossible to be translated into any action. The fact of the matter is that what is true in theory — based on valid assumptions — is also possible in practice. Yes, we can say that some ideas are more radical in nature and demand a few fundamental changes. If Human Rights education requires such basic changes, then we should not desist from making them. The benefits are mutual and more enduring than any other academic move in the history of education.

Secondly, with the growing concern about Human Rights and the participation of a large number of government and non government organisations, there is a suspicion that the movement may turn into a mere political one. Vested interest groups, including the big nations may attempt to divert the movement for personal gains. The obligation, therefore, rests with the planners and teachers to conduct the education in such a manner as to ensure that no undue advantage is taken of the Rights and that a corresponding consciousness about duties is instilled with equal emphasis. The public has to be cautioned against popular practice of sloganeering and actually initiated into leading a mutually honourable and rightful life.



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Researches in Teacher Education in India

Some Emerging Issues

Nityanand Pandey*

Teacher education today is a quality control sub system of every educational system. Mass literacy goals as well as the emergence of technology have metamorphosed the very character of teacher education and its philosophy. The National Policy on Education, 1986, reflects precisely this change in its concept and practice. Now teacher education has extended its sweep to include university teachers also. The creation of the Academic Staff Colleges under the aegis of the UGC is a case in point. No wonder then that teacher education has emerged as an important area of educational research. About 400 research studies have been carried out in our country on teacher education during 1941-92. Out of the 388 studies 239 were conducted at Ph.D level, 21 in other subjects, and 128 at project level. Researchers in the field have used different sets of variables to study teacher education. One set is concerned with a study of characteristics of teachers, student-teachers, institutions etc, a second set is linked with characteristics of teacher-educators, a third is related to training procedures, and a fourth to attitudinal and other changes in student-teachers or teachers. A brief review is made in the following section.

Agarwal (1980) attempted to identify the motivational factors in B.Ed. trainees choice of teaching as a profession. He found that factors such as desire to continue education, possibility of doing good to the country, interest in teaching, security of job and fulfilment of parents wish important in choice of teaching as a profession.

Mann (1980) tried to find out the concept of success in the teaching of different groups and compared the personality traits of successful teachers with those of unsuccessful teachers. He found that the personality of successful and unsuccessful teachers differed with respect to some selected factors. The successful teachers were significantly more expansive, ready to cooperate, attentive to pupils, generous to personal relations, bright and alert, fast in learning, efficient in abstract thinking, emotional in nature, realistic about life, effective in adjustment, dependable and conscientious than unsuccessful teachers.

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Mohan (1980) studied the effectiveness of the teacher training programmes in some selected colleges of education. He found that the teacher training departments neither had adequate buildings nor equipment and the hostel facilities for girls and boys.

Mutha (1980) attempted to identify the attitudinal, motivational and personality factors which differentiated effective teachers from ineffective ones. He found that sex, professional training, nature of schooling and income level were significantly associated with the teachers' effectiveness. The set of personality variables viz. ascendance, submission, anxiety, marital adjustment, extroversion, neuroticism, job satisfaction and teaching attitude significantly predict the teacher's effectiveness.

Gupta (1982) studied the effectiveness of the innovative methods in better learning and higher achievement in the colleges of education. He concludes that the methods of discussion, symposium and supervised study were more effective than the lecture method. The workshop method proved to be definitely superior in the case of the general group as well as the higher intelligent group. He inferred that all innovative methods except the lecture-cum-discussion method had comparative merit against the lecture method.

In recent years, there is a spurt in research activity. Besides the National Council of Educational Research and Training (NCERT), New Delhi, a good many institutions at the state level such as State Institutes of Education (SIEs), State Councils of Educational Research and Training (SCERTs), University Departments of Education (UDEs) and some of the postgraduate level Colleges of Teacher Education (CTEs) now take up research projects associated with the various facts of teacher education in view of the emerging demands and challenges in the field of education in general and as a consequence of the exhortations and implementation of the provisions of National Policy of Education, 1986.

The expansion of pre-service teacher education to meet the needs of unprecedented expansion of education in the post-independence period and the increased focus on the in-service education of teachers on a continuous basis brought in its wake con-

comitant problems relating to the quality of teacher education in the country. Different education commissions (Ministry of Education, 1953 & 1966), various committees (Ministry of Education, 1963, NCERT, 1966) and the National Council of Teacher Education (NCTE, 1978) have voiced this growing concern.

The quality concerns led to research, investigation and experimentation for improving the effectiveness of pre-service and in-service teacher education. The spurt in this activity, in recent years, in this vital area of educational research becomes conspicuous from the fact that the first survey of Research in Education identified 45 studies during the first three decades and a half of educational research in the country (Buch 1974). The second survey of Research in Education covering the period 1973-78, identified 63 studies, while the third survey covering the period 1978-83, has recorded 116 studies. The studies conducted in the area of teaching and teacher behaviour having direct relevance to teacher education can further swell the quantum of research in this area.

Context Surveys

Surveys of teacher education conducted from time to time by institutions as well as individuals provide information relating to several context variables like the size of the institutions and facilities in terms of staff, equipment and materials obtaining in teacher training institutions. The surveys also provide information about the problems of teacher education and teachers in the case of in-service teacher education besides providing information regarding the different context variables. The surveys provide useful data for planning teacher education, both pre-service and in-service. Sharma (1982) surveyed the progress and problems of teacher education in India outlining the inadequacies of pre-service teacher education and builds a case for continuous in-service teacher education programme. Gupta (1980) surveys in-service education of teacher educators in colleges of education. These national surveys are accompanied by the surveys of teacher education at the state level also. All these surveys have painted a dismal picture of teacher education so far as its qualitative aspects are concerned. Dearth of adequately trained staff and absence of adequate facilities are the predominant findings. The reasons for downward quality can be attributed to compromising with norms and dilution of academic standards. In 1982, Goyal attempted to develop a model for forecasting teacher manpower requirements through a study of the components causing teacher demand. The model is useful for planning teacher education facilities.

Another set of surveys refer to in-service teach-

ers-their characteristics and problems, which provide context for organising in-service education of teachers. Buch (1978) surveyed the status of teachers based on the Third All India Educational Survey. The survey revealed that only 13.69 per cent of middle school teachers & 28.76 per cent of secondary school teachers had participated in some kind of in-service education programme during the two years preceding the survey. It reveals the magnitude of the yawning gap that needs to be bridged.

Sharma (1982) tracing the growth and development of in-service education for the secondary school teachers in the state of Bihar, discovered a declining trend in the in-service education programme for the secondary teachers after the transfer of Extension Service Centres to the states. Lakdawala (1977) revealed that the women teachers working in the secondary schools of Greater Bombay did not avail themselves of the facilities due to lack of time or incentives. Gupta (1978) surveyed the status of secondary school teachers of Uttar Pradesh, Desai (1981) and Muddu (1978) surveyed the problems of teachers teaching the Marathi language and biological sciences respectively. In both the cases lack of facilities have emerged as disincentives in teaching. Thakur (1978) surveyed the working conditions of married women teachers in Assam while Mathur (1981) surveyed the mobility pattern of women teachers working in the higher secondary schools of Delhi in relation to their professional commitments. The study reveals a positive relationship between mobility and professional commitments.

Many of the surveys referred above have mentioned the sample but do not provide the number of institutions approached for collecting information and the number of institutions which actually supplied information. This does not allow the consumer the benefit of the information likely to influence the inferences made in the studies. Qualitative surveys of teacher education have yet to emerge. Moreover, comprehensive surveys at national and regional levels should be supplemented by micro surveys both in terms of geographical area as well as specific aspects of teacher education.

Research Gaps and Future Orientation

Research in teacher education does not have a long past. It is only about last two and half decades that research in this area began to be undertaken. Although the quantum of research in teacher education is increasing progressively, it leaves much to be desired in terms of the range of teacher education variables and quality. By analyzing the researches conducted so far it is found that the gaps become

quite conspicuous. This section purports to highlight some of these gaps and chart future orientation.

There is no single study available on the evaluation of alternative models of teacher education. As a whole, the teaching effectiveness of teachers is not given due weightage in the institutions where they serve. Without this, an organic model of teacher education would remain a pipe dream. Also, the approach to the transaction of the teacher education curriculum needs to be researched. This whole area has remained ignored by the researchers in teacher education. Probably, the uniformity of the training patterns and the rigidity of the system for evolving and implementing teacher education programmes, lack of facilities for trying out alternative programmes and the absence of organisational support are responsible for this situation. With autonomous colleges of education coming up, this type of research should be encouraged in the years to come for evolving teacher education for the future.

Studies have been made in the institutional context but no studies are available in variables related to the community context as well as the classroom context in teacher education. A number of studies are available where the classroom climate has been studied, but in case of teacher education institutions this area has not received adequate attention. Immediate studies are needed not only in teacher educator's classroom behaviour for covering theory courses but their supervisory behaviour during practice teaching as well.

There is very little research available in the area of curriculum development and transaction in teacher education. The curriculum is revised mostly on an adhoc basis in the absence of research. Curriculum areas are deleted and added. All this happens without any research evidence about the desirability or otherwise of the curriculum change. It is desirable to undertake research on curriculum development in teacher education, its transaction and evaluation to provide a research base. Similarly, more research on the application of educational technology to the transaction of teacher education is called for.

There is also a gap in process-product research in teacher education. The product variables cover student-teacher's immediate outcomes like achievement in theory, attitude and skills. There is no study regarding the follow up of the student-teachers when they assume teaching positions after completing their training. Only a couple of studies have been made related to long term outcomes. For example, Jangira (1979) reported a six months follow-up of the stu-

dent-teachers after their assuming teaching positions and demonstrated the sustenance of training effects. It is desirable to study the transfer of training effects and their sustenance through follow-up research and relating it to pupils achievement as this is the only way to validate teacher education models.

Researches relating to the modalities and practices in teacher education are also very limited in their range. Studies are available in the use of interaction analysis and micro-teaching as means of modifying teacher behaviour. Simulation training exercises and teaching model based approaches are still awaiting applied researches in teacher education in the country. Similarly, in the case of in-service teacher education little research is available regarding the use of distance learning techniques apart from evaluation studies conducted in the NCERT for the SITE, INSAT and Radio Utilisation Project. As these modalities are being increasingly used researches will be fruitful for providing an empirical base for their effective utilisation.

The trend towards quantitative growth of research in teacher education over the last decade is a healthy augury as it shows interest of the research workers in this area of educational research. Studies have appeared in context variables relating to institution, student-teacher characteristics, curriculum, process-product variables, etc. But there are areas like curriculum development, practising schools, cue resources of the student-teachers, their mediating responses etc, which still need to be researched. Also, educational technology as a means of improving effectiveness of teacher education is an area which requires immediate research. Continuous research following up the training gains to study transfer of training and its sustenance will provide useful research-based guidelines for designing teacher education programmes. Programmatic research within a viable conceptual frame accompanied by functional design and analysis of research will go a long way in improving research on teacher education in the times to come, (Buch 1987)

Emerging Research in Teacher Education

It is said that no system of education is better than its teachers, because the quality of education depends upon the teachers who serve it. The teachers form an indispensable part of any system of education. If the teachers are to fulfil their obligations as potential nation builders, they must be properly educated professionally. But Teacher Education in India is ailing. It suffers from adhocism, politicisation, militancy and groupism among teacher educators, half-hearted efforts at developing teacher competencies

among student teachers, casual implementation of in-service education programmes, its divorce from realities of the schools, lack of financial support and the deterioration of educational standards. One of the reasons for the slide in teacher education is that the UGC has ceased to have interest in this area. The agencies involved in teacher education thus far have been : (a) UGC; (b) the state governments; (c) the Universities, and (d) Colleges of Education. It is, however, heartening that now the Ministry of Human Resource Development is showing considerable interest in teacher education and seems anxious to restore its academic élan. The importance of teacher education at all levels and in all sectors of education has been accepted vehemently from the Wood's Dispatch to NPE-1986. The National Policy of Education, 1986 has specially recommended that 'Teacher Education is a continuous process, and its pre-service and in-service components are inseparable. As the first step, the system of teacher education will be overhauled' (NPE 9.4).

The policy further recommended that District Institutes of Education and Training (DIETs) will be established with the capability to organise pre-service and in-service courses for elementary school teachers and for the personnel working in non-formal and adult education. As DIETs get established substandard institutions will be phased out. Selected Secondary Teachers Training Colleges will be upgraded to complement the work of State Council of Educational Research and Training. The National Council for Teacher Education will be provided the necessary resources and capability to accredit institutions of teacher-education and provide guidance regarding curricula and methods. Networking arrangements will be created between institutions of teacher education and university departments of education (9.6 NPE, 1986).

Following the NPE 1986, the Ministry of HRD has taken up in all earnestness worthwhile schemes for improvements of teacher education. They include establishment of DIET, Colleges of Teacher Education and Institute of Advanced Studies in Education.

The National Council for Teacher Education is the high power body like Indian Medical Council (IMC) and All India Council for Technical Education (AICTE) designed to upgrade the quality of Teacher Education at all levels in the country. The Ministry of Education, Govt. of India, established in May, 1993, the National Council for Teacher Education (NCTE) for maintaining standards in Teacher Education in the country. It enjoys the status of an autonomous body. The NCTE has formulated the objectives of

teacher education, curriculum criteria etc for Teacher Education.

The NCTE has been given the status by the Parliament (NCTE Act, 1993). The Act has been passed by Parliament for the establishment of NCTE with a view to achieving planned and coordinated development of teacher education system for the country, the regulation and proper maintenance of norms and standards in the teacher education system and for matters connected therewith. It is to make recommendations to the central and state governments, and the University Grants Commission in the matter of preparation of suitable plans and programmes in the field of teacher education. A Teacher Education Institute is also planned in accordance with the fixed norms of NCTE for fulfilling the objectives of Teacher Education.

The observed trends of researches in teacher education make it quite clear that the researchers have viewed teacher education from restricted angles. It is evident that researches should be conducted in the following areas.

Research work should be taken up on policies and practices of teacher education. The policy and criteria which have been set by the NCTE are to be examined through research. Policy research on teacher education is an emerging field of research.

After all, teacher education cannot be considered in isolation from its national and social obligations. A large number of commission and committees on education have enumerated goals for teacher education in different sets of circumstances. So research should be conducted to find out how far these goals have been realised. It is necessary to point out the gaps between functionality and set targets.

Research is urgently necessary to examine the role of the teacher in guiding students, building their character, promoting innovations etc. It has become obligatory on the part of researchers to provide empirical evidence of how far existing teacher education is helpful in promoting such ideals.

Studies are required to be taken up for discovering how teacher educators' personal traits influence their teaching in the classroom. It is required to identify the gaps between the type of students and teachers that enter the institutions of teacher education and the requirements of the emerging educational situations. Further studies are required to investigate the professional organisations of the teachers. Investigations are also required to be conducted on management of teacher education.

The setting up of the National Council for

Teacher Education through an Act of Parliament with statutory powers vested in it and provided with adequately strong teeth to enforce compliance of the set minima of norms has brought an era of hope. This apex body has identified certain critical pedagogical issues that need urgent investigations. The list suggesting 57 topics is sure to undergo many changes till a research in this field attains maturity and comes into its own. The NCTE must constantly revise and rectify the pedagogical norms on the basis of scientific research findings conducted with caution and precision.

The degree oriented individual researcher may lack depth due to a variety of constraints. Further, individuals can hardly engage in collaborative and macro level studies. Such studies should be undertaken by professional institutions with a track record of excellence. Further, pooling the research potentials, interweaving the intellectuals into integrated instructional strategies, a well designed multistage, multisector research policies relating to this field need to be designed. The emerging pedagogical approach of the technologically oriented 21st century needs a variety of research rehearsals. Further, due to inroads of the Internet, LAN, WAN, WEB and the complexities of Electronic communication computer languages, the research methodologies employed by the Indian researchers in this field have to be analysed carefully.

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Calendar of Events

Proposed Dates of the Event	Title	Objective	Name of the Organising Department	Name of the Organising Secretary/ Officer to be contacted
March 4-5 1998	CALIBER-98	Theme Information Management in Academic and Research Libraries	INFLIBNET Centre of UGC, Ahmedabad	Shri S M Salgar, Convenor, CALIBER-98, INFLIBNET Centre, PB No 4116, Opp University Guest House, Navrangpura, Ahmedabad-380 009
March 5-6 1998	Regional Conference on English Language Teaching in Engg Colleges	To Review methods and materials used for English Language Teaching	Deptt of Humanities & Social Sciences, Anna University, Chennai	Dr D Gnanasambandan, Reader in English, A C Tech Campus, Anna University, Chennai-600 025
July 15-17 1998	International Seminar on Researches in Learning Organisation, Community Participation and School Effectiveness at Primary Stage	Theme Learning Organisation, Community Participation & School Effectiveness	National Council of Educational Research and Training, New Delhi	Dr. Ved Prakash, Prof & Head, DPEPCRG, NCERT, Sri Aurobindo Marg, New Delhi-110 016

Celebrating Diversities

Mrs. Padma Ramachandran, Vice-Chancellor, Maharaja Sayajirao University of Baroda, delivered the convocation address at the Sixty-Fifth Annual Convocation of the Annamalai University. She said, "Having a commitment to put one's country above all other sentiments, means accepting its diversities i.e. learning not merely to live with differences but actually to enjoy them, to celebrate them. This will make our life more creative and enriching. The spirit of diversity lies in the harmonious blending and orchestration of different cultures, religions, languages." Excerpts

The best thing for me to do, is to talk about what each one of us should do to make the India of our dreams 'Is there a soul who never to himself hath said, This is my own, My native land?', said a famous English poet. The Japanese are known to put their country above all else including self. This is the feeling that the India of our dreams should engender. Of course many, nay most of us love it despite the confusion, inefficiency and lack of cleanliness — we love it, warts and all. But what a beautiful thing it would be to have a war on filth and lethargy, apathy and a poor work ethic. Can we not fill every able bodied person with the excitement and challenge of an architect wanting to build a wonderful edifice i.e. India? Having a commitment to put one's country above all other sentiments, means accepting its diversities i.e. learning not merely to live with differences but actually to enjoy them, to celebrate them. This will make our life more creative and enriching. The spirit of diversity lies in the harmonious blending and orchestration of different cultures, religions, languages. Like a rainbow, the colours are diverse, but they make it a thing of joy to behold. We need to reaffirm the positive role of diversity to bridge the distances in our society. I read somewhere that in order to treat people equally, we

must treat them differently

The majesty that was, and is, India, dates back to several centuries. Ancient civilisations had grown in different parts of the country even prior to 2000 B.C. Wave after wave of immigrants swept the country starting with the Aryan immigration which is said to have begun around 1500 B.C., also called the Vedic Age since the Rigveda was composed then. The first set of immigrants settled in the Punjab. Within 500 years, they had expanded into the valley of the Ganga and later, into Bengal.

We are probably descendants of earlier civilisations and later immigrants because no one knows whether there was a native race of the Indian soil. We have inherited an ancient and vast land, which now measures 3214 kms from the north to the south and 2933 kms. from the east to the west with a total land area of 3,287,263 sq kms. We have 25 States and six Union Territories and now the National Capital Territory of Delhi. The Himalayas border India on the north, north-east and north-west, and at the tip, in South India, is Kanyakumari washed by the Arabian Sea on one side and the Indian Ocean on the other.

Mountains and dales, deserts and lush green fields, many (sacred) rivers and lakes, beaches and

vast expanses of dry plains, the four seasons and the famous monsoons, floods and drought: all these and more are found in different parts of India. Such diversity in geographical and physical conditions adds to the differences in political, cultural, economic and social life. Our people are followers of different religious codes and ethics such as Hinduism, Islam, Christianity, Sikhism, Buddhism, Jainism, Zoroastrianism. India has 18 officially recognized languages and more than a 1000 dialects. Administration must, therefore, be such that it is suited to the local needs. At the same time we require a different level of administration at the national level that looks after the country's long borders, provides nationwide infrastructure and facilities, maintaining the balance between different communities, religious groups and States, and seeks to provide equity between economically backward and progressive regions. India has a federal administrative structure with matters like education and agriculture under State Governments while 'foreign affairs' is dealt with at the Union level.

Most countries, (ours, most definitely) have a pluralism of people and of points of view arising out of geographical, historical, intellectual, cultural, linguistic and economic diversity.

A commitment to work together with tolerance and empathy, and learning to live with differences, so as to weave them together, will surely help in breaking barriers and opening the doors of innovation and excellence. Not only recognizing differences but pursuing the otherness in all their varied dimensions, has to be a part of the game.

All of us are similar but different both from the outside and the inside. How dull it would be if

there were homogeneity in everything?

Differences are part of life and our commitment would be to cherish and respect these differences, and use them to foster *creativity and excellence*. In declaring 1995 as the Year of Tolerance, the United Nations had said, 'Diversity is crucial to the survival of man.'

Jawaharlal Nehru said:

"I think the glory of India has been the way in which it has managed to keep two things going at the same time that is its infinite variety and at the same time its unity in that variety. Both have to be kept, because if we have only variety, then that means separation and going to pieces. If we seek to impose some kind of regimented unity, that makes a living organism rather lifeless."

The truth then is that though there are differences, there are many common core areas. These have to be *identified* and recognised so as to build on them, these unifying features.

Diversity is a *delicate* subject defying *quantification* and every situation could be *unique*. When people are very different from each other and they have to live and work with each other, conflicts could and would arise — there is great potential for it. We need to confront these situations and work at solutions. Not everything that is faced can be changed, but nothing can be changed until it is faced.

There are differences based on practices followed by different religions. Each one may belong to a particular religion, but as Shri Narayana Guru, a visionary and social reformer of Kerala, said, truth, brotherhood, love and kindness are inherent in every religion.

In addition to the *given* and *natural differences* of geography, culture, language and so on, we have, through different policies, made differences in *educational* and other *opportunities*. The educational challenge in diversity is to foster learning among students of diverse backgrounds by encouraging dialogue and discourse as well as tolerance and civility. Schools and Colleges are the best of places to begin with these. Several emerging areas — cleanliness and environment, human rights, art appreciation, gender issues, value education and population education must become part of the work of every department of a University.

Today, our educational institutions face many a dilemma of a range and volume unknown before — issues of caste, reservation quotas, and economic disparities. The increasing number of students entering Universities, while serving the criterion of helping many to get into higher education and reducing educational imbalances, creates a new imbalance of quantity eating into quality. Educational authorities and policy makers are baffled as to whether we must pursue 'mass' education policies or introduce 'quality' at least in some sectors.

What is clearly seen is the need to live and let live and to recognise each other's identity and in fact make as much use of the possibilities for enrichment and creativity that such situations offer. This way, the University would become more community oriented than ever before.

Foundation courses on development issues for students could include a host of inter cultural issues in a pluralistic and democratic social order. Science and Technology students need to understand their impact on society and social issues and vice versa.

Now-a-days there are so many ways to run these courses through different media such as the countrywide classroom of the UGC on TV, through community education without walls, for all, and life long education approaches.

Ancient individualism was rooted in community obligations. We must grasp the truth in this reality and make our students want to be of service to others, especially those less fortunate than themselves and above all equip them with the capacity, attitude and capability to put this into practice.

Such an approach on the part of all would make India the peaceful, beautiful place we want it to be, where each works in a responsible manner, for the country, being able to police this himself or herself without supervision or outside direction.

But how and where does one start to see that we behave in a responsible and responsive manner? Let me quote for you the principles on which our Constitution is based. The Preamble declares the intent of the Constitution thus:

We, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC and to secure to all its citizens: JUSTICE, social, economic and political; LIBERTY of thought, expression, belief, faith and worship; EQUALITY of status and of opportunity, and to promote among them all, FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation;

IN OUR CONSTITUENT ASSEMBLY, this the twenty-sixth day of November 1949, do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.

We have not yet fully learnt to accept these things enshrined in our Constitution and that is why, we see increasing corruption and parochialism, falling standards and the spread of criminalisation. A true Indian must know the Constitution and abide by it and the Rule of Law. So each of us must follow its principles in spirit and action. Each one must know India better. Each one must help himself to serve India better, through self discipline, self awareness and self respect.

I recently saw an advertisement on how to keep going by driving defensively. It was like this:

"You can complain about a lot of things on the road, the sudden pothole, reckless drivers, hurtling public buses, the low level of illumination. You name it.

But the plain fact is that you can't do anything about them. (These are the 'given' things). What you can do, however, is to use your intelligence and drive 'defensively' . to reach your destination in good time and in good shape. Because, in the vast jungle of traffic, the only car you can totally control is . . yours."

Each one of us complains a great deal about the system, while we can do nothing about many of the things in it. The only mechanism a person can totally control is himself/herself.

In addition, everyone has individual traits which are also influenced by external conditions, such as talents, skills, temperament, likes and dislikes, emotions

etc. It is these 'givens' and these 'traits' which determine self-concept. In other words, nature (what we are born with) and nurture (what we cultivate) make up a person's identity or personality.

Our attitude and actions towards the 'givens' of our lives can enable us to gain control over ourselves and our destinies. We can control what we do with these 'givens' and 'traits'. We can pity ourselves for being imprisoned by a system or we can take its good aspects and struggle to rectify those things which are bad. We cannot change everything, but we can try to change their meaning and impact, for us and for others. We must depend on ourselves alone for discovering the best ways of survival and for seeking happiness. One needs an "active or positive attitude" towards oneself. This is a vital part of self determination and shaping one's environment. This process of self definition can lead to greater scope for the creation of a different society

And in this effort, our image of ourselves would also change, thus creating a continuous process of change and growth. Trying to understand ourselves is to understand our strengths and weak-

nesses. If we wish to lead fuller lives, we must recognise the fact that we should build on our strengths and correct our weaknesses. When self respect takes its rightful place in the psyche, the person will not allow himself or herself to be manipulated by anyone.

Identification and building up of personality are greatly influenced by the 'givens'. But it is upto each one to build on those 'givens' fruitfully. It is the same case with systems which we are 'given'. We work in offices with objectives, rules and regulations. Even where we work on our own, we have our objectives, rules and regulations, written or unwritten. In other words, all human beings have a system to reckon with. And the system is culture bound because it is the culture which fashions the system. If we change ourselves, we can influence the system to change. We have to decide what we want to be in order to influence the system. While it is next to impossible to change others, we can surely change ourselves.

Does self development include self esteem? Yes, indeed, for without self esteem, or a certain confidence in ourselves, we would never be able to succeed in life. In



Philosophy of Meaning and Representation

R.C. PRADHAN

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The book focuses on 'meaning' and 'linguistic representations', and tries to link the two in its thematic effort to propose a representational theory of meaning. The author shows that meaning as 'truth-conditions' and meaning as 'justification-conditions' are equally rooted in the semantic space of language-use involving linguistic representations. The book lends a forceful support to semantics and the autonomy of meaning.

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many parts of the world, many groups of people continue to be backward, because they have no self image or have never tried to assert themselves. Building up self image is amongst the first steps towards becoming self reliant. But self image must be built on knowledge and competence and these constitute the basis for strength and survival.

Self development may have role models but we do not have to copy models. We may draw inspiration from them but doing our work well, however small and insignificant, is what promotes self worth, self esteem and self-respect. Each person needs a self image based on what he knows he can do and be.

If with these attributes of knowledge and skill, one can also behave with dignity, there can be self respect. Self respect has, as its basis, sound personal values. Many poor people have a great

deal of self respect, even without opportunities for gaining knowledge and skills.

Relationships with others, if used to strengthen and build each other, will lead to self-development. We cannot gloss over the fact that we live in an interdependent world and that, to promote self development, we have to be considerate to others. Each one must find his/her focus alone, as well as in relationship to others.

Further, we are changing constantly. The 'givens' remain the same but the opportunities for gaining knowledge continue to expand and these change the way we look at things. Change is a constant feature of self development.

We express ourselves in the way we live our lives — in what we do, say, think, dream, plan and feel. Each one thus has a practising religion. Vivekananda said that religion is not mere empty ritual. It is in the way we greet our fel-

low beings and the camaraderie we show to others. We must find ways to learn from each other and build on our collective strength. We must pursue and preserve the diversity among people and individual differences and skills, but still work for the general good.

Trying to discover oneself is a continuous process and may be called 'life long' education. It is exciting and challenging, because the exercise keeps you feeling young. Self training is the best kind of training for self development.

Friends, I commend this approach—an approach not unknown to our great seers and thinkers in India — of locating the divinity that lies within you and searching for it in others. This is life-long mission — a mission which will make one's life exciting, useful and noble, and help us to make India a haven and a heaven.

ASSOCIATION OF INDIAN UNIVERSITIES

Display & Sale of Books in 13th New Delhi World Book Fair

February 7-14, 1998

The Publications of 30 member universities/institutes listed below and those of the Association of Indian Universities (AIU) will be displayed at the 13th New Delhi World Book Fair being organised by the National Book Trust (India) at Pragati Maidan, New Delhi from February 7-14, 1998. All are cordially invited to visit AIU Stall, the location of which will be notified through the columns of *University News* in the forthcoming issue.

- | | |
|----------------------------------------------------------------|------------------------------------------------------------|
| 1. Aligarh Muslim University, Aligarh | 16. M S University of Baroda, Vadodara |
| 2. Andhra University, Visakhapatnam | 17. Mahatma Gandhi University, Kottayam |
| 3. University of Burdwan, Burdwan | 18. Mahatma Gandhi Kashi Vidyapeeth, Varanasi |
| 4. Central Institute of English & Foreign Languages, Hyderabad | 19. Mother Teresa Women's University, Kodaikanal |
| 5. Ch Charan Singh Haryana Agricultural University, Hisar | 20. National Law School of India University, Bangalore |
| 6. Dayalbagh Educational Institute, Dayalbagh, Agra | 21. University of North Bengal, Raja Rammohunpur |
| 7. Gandhigram Rural Institute, Gandhigram | 22. Potluri Srinamulu Telugu University, Hyderabad |
| 8. Gujarat University, Ahmedabad | 23. University of Pune, Pune |
| 9. Gujarat Vidyapeeth, Ahmedabad | 24. Rashtriya Sanskrit Vidyapeeth, Tirupati |
| 10. Gurukula Kangri Vishwavidyalaya, Haridwar | 25. University of Roorkee, Roorkee |
| 11. Indira Gandhi National Open University, New Delhi | 26. Sardar Patel University, Vallabh Vidyanagar |
| 12. Indira Kala Sangit Vishwavidyalaya, Khairagarh | 27. Shivaji University, Kolhapur |
| 13. Jadavpur University, Calcutta | 28. Sri Venkateswara University, Tirupati |
| 14. Jamia Hamdard, New Delhi | 29. Tata Institute of Social Sciences, Mumbai |
| 15. Kannada University, Kamalapur | 30. Yashwantrao Chavan Maharashtra Open University, Nashik |

CAMPUS NEWS

Cadence Electronics Research Centre

Cadence Design Systems (India) Pvt Ltd and the Indian Institute of Technology, Kanpur, are reported to have established a research centre at IIT-K for advanced work in electronics and systems design automation. This was announced by Prof. K A. Padmanabhan, Director of IIT-K, and Mr. Jaswinder S Ahuja, Managing Director of Cadence in Chennai recently. The facility will be equipped with the company's latest software tools for design and evaluation of large scale integrated circuits.

With this full fledged facility funded by Cadence, the IIT will become part of Cadence's worldwide network of R&D labs, said Mr Ahuja. Cadence India is a subsidiary of Cadence (U.S.), a \$ 740 million company, which is among the top ten players in software design tools for integrated circuits for computers, communication devices and other consumer goods.

Cadence has been sponsoring research projects to IIT-K for the past three years and the new development is seen as a result of the fruitful interaction between the two.

In the first year the company will fund up to Rs. 30 lakhs towards establishing the infrastructure. This is likely to go up in later years.

Through VSAT links the centre would also be connected to the rest of the company's R&D labs elsewhere, he said. The project will employ the full time faculty of the institute as consultants and support a few research scholars. The centre will become fully functional by this month end.

According to Mr Ahuja, the company will give strategic guidance to the researchers for mutual benefit. At the same time they will also be allowed to work on other problems.

While Cadence benefits from the knowledge of the faculty and the students, the institute hopes to benefit from the exposure of the company to actual problems. The company will hold the rights for only those projects sponsored by it.

With a fast growing market for consumer electronic goods, Mr. Ahuja sees an important role for the new research facility. It will represent a new concept of partnership between industry and academia for advanced research. Prof. Padmanabhan expects that the centre will emerge as one of excellence in electronics system design automation.

Orientation Programme at HP University

The Academic Staff College of Himachal Pradesh University organized a 4-week Orientation Programme for improving the professional competence of college and university lecturers. Inaugurating the programme, Prof. I P. Massey, Member, Human Rights Commission of Himachal Pradesh, suggested a number of measures for combating the challenge of present day educational chaos. He said, "The teacher should have a spotless and unimpeachable character in order to inspire students and present himself as a role model in the society. He must have thorough understanding of his subject. Along with a better understanding

about the teaching skills, a teacher should be so enthusiastic about teaching that no engagement should be more important for him than to meet his class. Further, a teacher must be a patient listener, an indefatigable learner, rational thinker and open minded."

The programme contents included broadly three components. In the personality development a number of topics like mental hygiene, lecturing styles and personality development, time management, stress management, self encounter, conflict between individuals and group roles, creativity, making arguments, academic leadership, team building, etc were included.

A variety of instructional techniques were utilized for improving strategies in college teaching. Some of these included LEAD exercise for effective classroom teaching, black hole in teaching, non-verbal communication, exercise on two-way communication, think tank, brain storming, multiple quiz, etc. Teachers' awareness was improved with regard to a number of current problems such as ecology and society, political impasse, evaluation of economic reforms, human rights, public interest litigation, environment management, sociological analysis of corruption, etc. The relevant teaching skills with the help of modern educational gadgets were sharpened through exercises like teaching game, filming teaching by participants, self encounter, etc.

Mrs. Rajwant Sandhu, Financial Commissioner-cum-Secretary Education, Himachal Pradesh, in her valedictory address, touched the fundamental problems facing the education at different levels

such as over-crowded classes, apathy on the part of students and the society, lack of adequate infrastructure, resource crunch, increasing unemployment and irrelevant curriculum. Emphasizing on career oriented education and development of adequate and relevant skills, Mrs. Sandhu highlighted the pivotal role of the teacher. She cautioned the teachers in higher education to get well equipped with the latest knowledge and skills of teaching for achieving excellence in the present day dynamic societal environment. Mrs. Sandhu called upon the Academic Staff College to organize specially designed orientation programmes for newly appointed college lecturers.

30 teachers from the colleges and universities of Tamilnadu, Orissa, Maharashtra, Madhya Pradesh, Karnataka, Haryana, Punjab and Himachal Pradesh participated in the programme.

PG Courses at IIT-Delhi

IIT, Delhi is reported to have decided that the fees of "deserving" students who enrol for any of the postgraduate courses would be waived upto 50 per cent. But to claim the waiver, the students will have to meet the specifications laid down by the institute. This was decided at a meeting of the institute's senate held in November last year. The waiver of fees would be for students enrolling only from the next academic year.

The decision came in the wake of an enormous decline in admissions to postgraduate studies. About 50 per cent decline in admissions was reported in different postgraduate courses, including Ph.D. studies, for the academic year 1997-98.

According to the institute officials, high grades in Bachelor of Technology from any recognised

university and passing a test conducted by the institute to be eligible for the waiver are some of the specifications which students may be asked to meet. The percentage of the fees waived and the students benefiting from it, however, would be at the discretion of the institute authorities.

In another move to attract students to postgraduate courses, the institute is planning to increase the fellowship for postgraduate students. The fellowship may be raised to Rs. 3,000 from the present Rs 2,500.

The senate meeting also decided to start a new Masters of Technology course in Mechanical Engineering from the next academic year. The course is being devised to provide specialised training in a specific field of Mechanical Engineering. Admission to the new course would commence with other courses and the eligibility for the new course is likely to be the same as that for other M.Tech. courses.

Consultation on Higher Education

Preparing the group for social transformation should be one of the main objectives of higher education, said Mr. S.P. Shukla, Member, Planning Commission. He was delivering the keynote address at a "consultation on higher education", organised by the Bishop Moore College, in Mavelikara. He said higher education in the modern times tended to become more and more technical, aiming solely at enhancing the productive capabilities of the individual. It was becoming thoroughly materialistic.

He said education had a deeper purpose. It should give the orientation for the individual, besides equipping him adequately, to

perform his responsibilities to the society. Higher education should function as a vehicle for social transformation.

He said this important function of higher education was likely to be ignored more and more at a time when the motto was "globalisation, liberalisation and restructuring of the economy". When economic factors become the sole yardstick for measuring progress, the thrust on the more humane aspects of development was likely to be ignored totally.

Mr. Shukla said none could deny the fact that quite a substantial section of the backward classes in the country had been brought into the mainstream of the India's life during the past 50 years since Independence.

This had been a major achievement of Free India and it was realised through a conscious effort on the part of the planners. The social obligations of the State had all along been a vital consideration for the nation's policy makers. But, the globalisation culture might change the priorities in future.

Rt. Rev. Dr. Alexander Mathoma Metropolitan, who inaugurated the three-day programme, said educationists and policy makers should sit together to draw up a detailed scheme to make higher education more relevant to the changing needs of the society.

Rt. Rev. Dr. Sam Mathew, Bishop, Central Kerala Diocese of the CSI, presided. Dr. V.N. Rajasekharan Pillai, Vice-Chancellor of Mahatma Gandhi University was also present to grace the occasion.

Towards Human Rights

The Chairman of the National Human Rights Commission, Mr. Justice Venkatachaliah, empha-

sised the need for making human rights education an integral part of the curriculum of schools and colleges. He was inaugurating a seminar organised by the Human Rights Education Movement of India in New Delhi recently. He said, "There are about 330 million children in India of which 38 per cent are below 14 years. It is high time that they were taught about the values of human rights so that posterity could have a just society." There was also a necessity, he added, for spreading the light of knowledge for a better future for mankind.

At another function, the former Supreme Court Judge Mr Justice H.R. Khanna emphasised the need for fostering a climate of discipline and adherence to democratic values "Liberty if allowed to degenerate into licence is suicidal for it takes away liberty itself," he stated.

In his address on "All Human Rights for All" Mr. Justice Khanna asserted that "too many restrictions might obliterate the right on liberty itself."

Mr. Feodor Starcevic, Director, UN Information Centre, said that "human rights are the foundations of human existence and co-existence." He opined that it was universality of human rights that gave them their strength

Mr. Ashok Desai, Attorney General, in his introductory address, said that "the sustenance of human rights also requires recognition of changes that is needed in society from time to time."

Japanese Aid for Indian Institutions

The Consulate-General of Japan in Chennai is reported to have donated books and teaching materials to nine institutions in South

India under the Japan Foundation Library Support Programme and Japan Foundation Japanese-Language Teaching Materials Donation Programme.

The organisations which will benefit from the Library Support Programme include, Nippon Information Center, Thiruvananthapuram, Indo-Japan Centre, Chennai, and Centre for Developmental Studies, Thiruvananthapuram.

Under the Teaching Materials Donation Programme, the institutions which will receive assistance are · Cochin University, Cochin, Institute of Japanese Studies, Thiruvananthapuram, Hyderabad Centre for Applied Linguistics and Translation Studies, University of Hyderabad, Institute of Asian Studies, Chennai, ABK-AOTS Dosokai, Chennai, and Masayume Institute, Visakhapatnam.

The Japan Foundation programmes are designed to promote an understanding and research on Japan through donations of books and other materials The Japanese Language Teaching Materials Donation Programme helps teachers acquire more knowledge of teaching aspects and also teach students in more constructive and effective ways

JNU, UNC Sign MoU

Jawaharlal Nehru University (JNU) is reported to have signed a memorandum of understanding with the University of North Carolina (UNC), Chapel Hill in a move to create and run a study-abroad programme 'Semester in India'.

Under this programme, American college students will study for one term at JNU The UNC, on its part, will promote the programme around the US. A maximum of 15 students and a

minimum of 8 per year will be admitted in every semester.

'The Semester in India' will be conducted during JNU's winter session with the first beginning this January and stretching till May this year.

Integrated Management of Plant Resources

The Department of Botany of the Danielson College, Chhindwara (M.P.), proposes to organise a National Seminar on Integrated Management of Plant Resources on January 23-24, 1998. Sponsored by the University Grants Commission, the seminar will provide a common platform to scientists, conservationists, planners, managers, plant-growers, field-foresters and also to non-governmental organisations to discuss various techniques for management of plant resources.

The topics proposed to be discussed include : Strategies for integrated management of plant resources; Cultivation, marketing, trade and utilization of medicinal & aromatic plants; Bio-fertilizers, Biological control of pests and weeds; Microbes in medicine; Mushroom production technology; marketing and trade, Plant-based antimicrobials; and Extension strategies.

DCE Convocation

The Delhi Chief Minister, Mr. Sahib Singh Verma, appreciated the contributions made by the Delhi College of Engineering (DCE) since its inception 57 years ago Speaking at the convocation of the college Mr Verma said the knowledge acquired by the degree recipients must be utilised by them for improving the quality of life of the people of Delhi in particular and the country at large. The Chief Minister, while emphasising that

the problem today was not of knowledge but of character, exhorted the engineers to practise their knowledge with high degree of ethical values, exhibiting a behaviour commensurate with the highest ideals of the degrees being received by them.

He said the Cabinet Committee of the Government of Delhi had already decided to grant "Deemed to be University" status to the institution.

The Principal of DCE, Prof PB Sharma, in his annual report highlighted the major achievements of the teaching and the student community. While asserting that the college had retained its focus on quality technical education and research over the past 57 years, he proudly announced that its students had excelled in both the academic, and cultural and literary fronts bagging several prestigious awards.

297 B.E., 18 B.E Tech and 54 M.E. degrees were awarded to the graduates and postgraduates at the convocation

Conference on Biomedical Engineering

The Department of Electronics & Communication and Biomedical Engineering, Manipal Institute of Technology, proposes to organise a National Conference on Biomedical Engineering (NCBME 98) on 9-11 April 1998 under the auspices of Biomedical Engineering Society of India.

The conference is co-sponsored by the Manipal Academy of Higher Education, All India Council for Technical Education, and Indian Society for Technical Education.

The objective of the conference is to throw light on the technological advances in BME and their social impact in the Indian scenario.

The conference provides a forum to disseminate technical information and enable delegates to meet and interact with experts.

The topics proposed to be discussed include . Medical Instrumentation and Measurements, Biomedical Signal Processing; Medical Imaging and Image Processing; Physiological Systems and Modeling; Neural Networks and Fuzzy Systems; Medical Informatics; Rehabilitation Engineering; Biomechanics; Biomaterials; and Biomedical Engineering Education.

Further details may be obtained from Dr U.C. Niranjana, Organising Secretary, NCBME 98, Manipal Institute of Technology, Manipal-576 119, Karnataka, India.

Jamia Honours Prof. Said

A special convocation was recently held at the Jamia Millia Islamia to confer the Degree of Letters (*Honoris Causa*) on Professor Edward Said, who chairs the doctoral programme in comparative literature at Columbia University.

Conferring the degree on Prof. Said, the Jamia Vice-Chancellor, Lt. Gen. (retd.) M.A. Zaki, described him as a "prolific writer whose writings have been translated into 26 languages in several countries."

The citation read out by Prof. Z.H. Zaidi, described Professor Edward Said as a scholar, critic, philosopher and political thinker who stood out in an age when specialisation and professionalism put blinkers on the rest of the world. "Rejecting disciplinary barriers in his quest towards discovering patterns in interrelationship of history, society and literature, he is perhaps the only writer from the East who has set his own agenda

to discern and analyse the western intellectual tradition by acting as a 'moral agent' rather than join the ranks of writers who perpetuate received ideas."

Thanking the university for conferring the honour on him, Prof. Said remarked : "It is an extremely moving moment for me. I feel flattered and overwhelmed by your recognition and generosity."

Recalling his childhood days in Jerusalem where he was born, Prof. Said said he always had great affection for India, even more than his own country. "I enjoyed reading Kipling and figures like Gandhi and Nehru were extremely important," he said.

IDEA Annual Conferene 1998

The Indian Distance Education Association (IDEA), in collaboration with Technical Teachers Institute, Chandigarh, proposes to organise its Fifth Annual Conference on 18-19 April, 1998 at Chandigarh.

The theme of the conference is Sustainable Development of Distance Education . Opening Windows of Technology for a Better Future.

The sub-themes proposed to be discussed include (1) Emerging Learning Environment and Distance Education — Changing Higher Education Policies : Liberalization-Privatization-Globalisation-Emergence of Corporate Learning Environment, OL and DE in an Information Society, Successful Modes and Systems of Deliver, and Creation of a Total-Learning Environment (TLE), (2) Science and Technology Education Through Distance Mode — Where do we stand — the Past and Present Experiences, Issues in Planning and Development of Sci-

ence and Technology Programmes, Case Studies from Universities Offering Technical Programmes and Courses through Distance Mode, Constraints relating to Costs, Infrastructure Facilities, Manpower Requirements etc, Role and Contribution of Government Agencies at the State, Centre and National Level including Agencies such as AICTE, CSIR, etc, Need for Inter-Institutional Support in Developing more relevant Science and Technology based Programmes, (3) Distance Education vis-a-vis Technology — In what ways is technology able to transform the distance mode of education and its processes — What are the costs and benefits of transformation, Educational Technology — Who did what, How and where did the benefits go and where did we stand in the emerging technologically advanced world, Planning for a need-based development of institutional infrastructure Institutional choices vis-a-vis Clientele requirements — Impact of changing technologies on staff students, and Institutions, and (4) Structure and Management Needed for Sustainable Development — Policy issues — Institutional/State roles formulation of Development Strategies — Emerging Models, Human Resource Planning and Developing Issues — Faculty Development and Training, Partnerships Collaborations and Networking

Further details may be obtained from Prof K Murali Mahonar, Secretary General, IDEA, S.D.L.C.E., Kakatiya University, Warangal-506 009 (A.P.).

Gulbarga Varsity Convocation

The rise and fall of a nation depended on the success of its education system, said Dr R.S. Paroda, Director General, Indian

Council of Agricultural Research. He was delivering the 16th annual convocation address of the Gulbarga University in Gulbarga recently.

Dr. Paroda opined that for the continued success of a nation, it was necessary to develop sound educational policies, grant institutional autonomy, provide in-service training, improve the quality of teachers and decentralise educational administration.

The need of the hour was to take innovative steps to modernise educational activities. Pursuit of quality education was a pre-requisite for advancing the frontiers of science and technology, Dr Paroda said.

It was a matter of pride that the country had made tremendous progress in the fields of education, space technology, missile development, nuclear energy and food production. This had been possible due to the development of skilled human resource by universities, he felt. Education system in the nation was rated very high globally and Indian graduates were doing exceedingly well in other universities, he added.

Dr Paroda said education was playing a key role in the development of democratic principles and institutions in India. Besides creating general public awareness it had also improved the quality and ability of leadership at various levels which was an essential ingredient for building a modern and technologically vibrant society, he said.

The present world was technology driven, discoveries in science in one country had far-reaching effect on the lifestyle of the people in other countries, but, unfortunately, our nation was lagging behind in the development of

new technologies, especially in the field of bio-technology, he said.

Grants alone would not help improve education. Motivation on the part of both teachers and students was required. Learning and questioning should go hand in hand, he said.

Quoting from Rabindranath Tagore's 'Gitanjali'. "A candle which is not lit cannot light others, a teacher who is also not learning cannot teach others", Dr. Paroda said if this message was imbibed by the teaching faculty in letter and spirit, the nation could achieve the required revolution in the field of education.

Dr. Paroda also opined that qualitative improvement in higher education was not possible, unless the present system was overhauled.

In an atmosphere of shrinking job opportunities, Dr. Paroda called on the new graduates to generate self-employment through vocational activities.

Scholarships for Women at IITs

The Indian women's association in Bonn is reported to have instituted six scholarships for deserving Indian students, one each at the six Indian Institutes of Technology (IITs) in the country.

The scholarships have been finalised through an exchange of letters between the directors of the IITs and president of the association.

Known as the 'Indian women's association Bonn scholarships,' the value of each of them will be Rs. 20,000 per year, the embassy of India in Bonn said in a communication.

News from Agricultural Universities

Refresher Course on Horticultural Crops

A 2-week refresher course on "Agro Techniques in Horticultural Crops" was recently organised at Chaudhary Charan Singh Haryana Agricultural University (CCSHAU). Addressing the participants, Prof. J.B. Chowdhury, Vice-Chancellor, CCSHAU said that generation and dissemination of technologies pertaining to horticulture, vegetable and farm forestry be given top priority. He said that in the fast changing world when the cultivable land was decreasing on one hand and population was increasing on the other, it had become imperative for the agricultural scientists and all those involved in the development of agriculture to ensure that maximum number of the marginal farmers and unemployed youth take up the cultivation of horticultural and vegetable crops. He said that this would also help in accelerating the second green revolution.

According to Dr B.S. Dahiya, Course Coordinator, the participants were acquainted with the establishment and management of orchards of different fruits, agro-techniques of citrus fruits, propagation techniques for horticultural crops, identification and control of different diseases, production technology of medicinal and aromatic plants, perspective of

fruits and vegetable crops for Haryana as also export potential of fruits and vegetables.

Over 30 officers of the State Department of Horticulture participated in the course at which they were acquainted with the newer technology of horticultural crops.

Vaccine to Save Broilers

A team of scientists, led by Dr J.M. Kataria, from the division of Avian Diseases, Indian Veterinary Research Institute, Izatnagar, are reported to have identified the cause of litchi heart disease (hydropericardium syndrome) of poultry as fowl adenovirus serotype-4 in the country and have also developed laboratory reagents for the diagnosis of the disease. They have been successful in developing an inactivated vaccine from the virus propagated in chicken embryo liver cell cultures for the first time in the country. The vaccine has been found to be quite effective. Litchi heart disease was first observed in Angara Goth, Pakistan in 1987. In India, the disease was first noticed in the border states in Jammu & Kashmir and Punjab in 1994. At present this is a major disease problem among broiler flocks throughout the country.

sored by Indiana University-Purdue University Indianapolis in association with H+E Associates, U.K. and Institut Teknologi Mara Universiti Malaya.

The objectives of this conference series are to: 1) promote awareness of current issues and perspectives on the assessment of quality in higher education worldwide, and 2) provide presentations by leading exponents of a variety of perspectives in a limited-enrolment environment designed to promote cross-cultural discussion and interaction.

The meeting — the tenth in the series — aims to move the debate on these issues forward by including relationship between quality, levels and standards, industry's role in HE quality enhancement, and the assessment of teaching quality (including both its links and its tensions with quality research).

The topics proposed to be discussed include (i) Quality, Levels, and Standards, (ii) Industry's Role in Quality Enhancement, (iii) Quality and Faculty/Staff Development, (iv) Assessment of Teaching, (v) Total Quality Management in Further and Higher Education; (vi) Assessment of Learning; (vii) Assessment of Institutions; (viii) The Development of Quality Assurance Policy, and (ix) Quality and Funding.

Further details may be had from Dr. Chris de Winter Hebron, Academic Director, H+E Associates, 12a Church Street, Stiffkey, Near Wells-next-the-Sea, Norfolk NR23 1QJ England.

News from Abroad

Assessing Quality in Higher Education

The Tenth International Conference on Assessing Quality in Higher Education will be held on

July 27-29, 1998 at the Mutiara Beach Resort Hotel, Penang Island, Malaysia. The conference is spon-

News from UGC

Countrywide Classroom Programme

Between 27th and 31st January, 1998 the following schedule of telecast on higher education through INSAT-1D under the auspices of the University Grants Commission will be observed. The programmes are telecast on the Doordarshan's National Network from 7.15 to 8.00 a.m. every day except on Saturdays & Sundays. These programmes are also telecast on Doordarshan's National Network from 6.00 to 7.00 a.m. four days a week i.e. on Tuesdays, Thursdays, Saturdays and Sundays. On DD2 University Video Lecture Courses will be shown at midnight between 0000-0030 hrs. and in the morning between 10-10 30 a.m. on Monday through Friday.

Hindi Programmes are being telecast on Mondays, Wednesdays & Fridays from 6.00 to 6.30 a.m.

27.1.98

- "Paleo Climate-2 : An Indian Perspective"
- "The Hindu Temple Sikhara-2"
- "Insect Migration"
- "Forest Settlement in Gir"
- "Glimpses of India : The Lost World — Aihole, Badami and Pattadakal"
- "Museums Around the World : The Gold Museum in Bogota"
- "Vision Beyond Sight"
- "Nature's Child : Adivasi"

UVLC

- "Factors of Social Change"
- "Elementary Integration & Applications-7"

28.1.98

- "Moving into the Audible"
- "Iodine Deficiency to Simple Goitre"
- "Glimpses of India : Hampi and kanyakumari"

"Water Chemistry in Thermal Power Station-1"

"Shallow Deccan Basaltic Aquifer"

"Instrumental Analysis of Speech"

UVLC

- "Mental Retardation"
- "Bottom Topography"

29.1.98

"Exciting World of Hydrogels 1 : An Introduction"

"Deep Sea Mission"

"Water, Water Every Where"

"Question Time-51"

"Understanding Dreams"

"Glimpses of India Bhedaghat"

"Mayur Bhanj Chhau"

"Perspective on Mountain Tourism Badrinath Zone-2 : Impact & Implications"

"Chess — A Game of the Mind"

UVLC

"Founding Fathers and their Concern"

"Taxation & its Impact on Supply & Demand of Goods & Services-1"

30.1.98

"More than a Rock"

"Silk Weaving"

"Glimpses of India : Himalayas"

"Understanding Cinema-15 : Scene Analysis — Clear Skies-2"

"Know Your Library"

UVLC

"Concept Formation"

"Auditor's Rights and Duties"

31.1.98

"Fun with Commerce"

"Secularism"

"Biodiversity for Environmental Restoration"

UVLC

No Telecast

Hindi Telecast

प्रातः 6.00 से 6.30 बजे तक

28.1.98

"लोक नाट्य : नौटंकी"

30.1.98

"प्रकाशीय शोशा"

PANJAB UNIVERSITY, CHANDIGARH

(ADVERTISEMENT No. 2/98)

Applications are invited for the post of Director, Centre for Adult, Continuing Education & Extension in the pay-scale of Rs. 4500-7300 so as to reach the Assistant Registrar (Est.), Panjab University, Chandigarh by 17.02.1998.

Application form alongwith 'Detailed Instructions' can be had from the Cashier, Panjab University on payment of Rs. 75/- for 'General Category and Rs. 30/- for SC/ST candidates', or from the Assistant Registrar (Est.), Panjab University, Chandigarh by sending a crossed account payee Bank Draft of the same amount drawn in favour of the Registrar, Panjab University, Chandigarh accompanied by a self addressed stamped (worth Rs 8/-) envelope of 30 cms x 12 cms.

Bluebird

BOOK REVIEW

To Be Read with Caution

R.P. Singh*

Subas Rai. Clique Formation and Academic Deterioration in Indian Universities : A Case Study of the Banaras Hindu University. New Delhi, Bhawan Book Service, 1997. Pp. 110. Rs. 195.

As one looks at the title of the book the first impression one has is of an absorbing piece of research but as one goes through it the feeling it generates is definitely not worth mentioning—largely because it is absolutely unbelievable that a great university could be brought down to such depths by its own academic community. If the author had not given a certificate on its first cover of being responsible for the facts presented one would have hoped that someone by now should have filed a libel suit against the publisher. The terms I would like to use to describe the content are . scandalous, demeaning and but for the data, a fit case for banning the book.

It so happens that more than a decade back Aligarh Muslim University was in the news for being dominated by 22 families. Since we avoid making an issue of anything which concerns Muslims the matter was generally ignored. In the year 1997 when more than one hundred politicians, IAS officers and other distinguished citizens of India have covered themselves with 'dubious' glory there

is no reason why the academics should not follow suit

I am a little surprised that my own (personal) knowledge about the Education Faculty of B H U

which is more than three decades old did not impel me to refer to their several 'distinctions' which legitimately they are heir to. At least against this background I could myself vouchsafe for the veracity of several charges Rai has levelled.

Benaras Hindu University has several other achievements as well beside what Subas Rai has mentioned. For example, the campus is always in turmoil, number of teachers though they live on cam-

PANJAB UNIVERSITY, CHANDIGARH

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| 10. Deptt. of Sociology | Baba Prithvi Singh Azad Professor of Sociology |
| 11. Deptt. of Sanskrit | Kalidasa Professor of Sanskrit |

However, under Regulation 4 at page 124 of PU Calendar, Vol. 1, 1994, the Vice-Chancellor could place before the Selection Committee names of suitable persons for its consideration alongwith applications received in response to the advertisement.

Application form alongwith 'Detailed Instructions' containing qualifications, etc. can be had either from Cashier, Panjab University, Chandigarh on payment of Rs. 75/- (Rs. 30/- for SC/ST candidates) or from Deputy Registrar (Estt.) by sending a crossed A/c. payee Bank Draft payable at Chandigarh of the same amount in favour of Registrar, Panjab University Chandigarh, accompanied by a self-addressed stamped (worth Rs. 8/-) envelope of 30cm x 12cm; candidates abroad may apply on plain paper with full bio-data (ten copies) together with a fee of Rs. 75/- by requisite Bank Draft.

*Former Professor and Dean of Research, NCERT, A-4/206, Kalkaji Ext., New Delhi-110 019.

pus rarely take classes and their knowledge of the subject very rarely puts them in a category better than that of 'fossils'

I would like some action to be taken either against Subas Rai who has so brazenly brought out facts which I am sure he must have obtained from the confidential files of the university itself, or against those who stand convicted by him. However, Rai stands on an ill-defended wicket — because he is an aggrieved party. His sweeping remarks against Brahmins and Kayasthas are not well-informed

Let us put the entire case of Rai in a perspective. In his own language he is a researcher whose contributions to number of disciplines like archaeology, geology, numismatics and environmental sciences etc are 'globally recognized'. His discovery of 'Water-Memory' has been acclaimed to revolutionize the world of medicine and biology in the West. Being a *Sanyasi* and also a candidate

for the post of Professor in AIHC & Archaeology where his bio-data did not pass muster is not exactly what would bring great respectability/credibility to his statements (read allegations) regarding others. If one added to it the fact that his passion for writing does not have any support whatever either from his command on language, syntax or grammar etc. just about compounds his cause rather badly. In other words his entire critique of the university and its academic community becomes suspect. On that count one could ignore what he has written.

But the truth is that one should take him seriously and take the case to its logical end.

The numerical superiority of certain castes in the academia should be properly understood. The explanation lies in Indian history and not in any university's cadres.

On the whole the book may be read with caution.

The findings are based on the coverage of a very small sample of 19 participants, elected recently, in a training programme organised by the department of women's studies, Alagappa University.

Over three fourths of the elected women are under 40 years of age and two out of three have secondary or higher education. If these two characteristics are any indication of an emerging trend, it promises to accelerate a welcome change.

About 40 per cent have been candidates of political parties though three fourths of them have never been affiliated to any political party. Understandably, they have been recruited into the arena without any early exposure to public life/activities as this is the first election with reservation for women. Electioneering is a novel experience for them, though two of every three are from families with political affiliation which point to the immediate consequence of concentration of political power.

While highlighting the positive gains of the elected representatives, the report also points out that politicians are the major hurdle to their active involvement in public affairs and activities.

The section offering suggestions and recommendations repeats what has long been stated as the needs of women. Instead, the focused group discussions would have diagnosed the real dynamics. The study also fails to gauge the caste/class composition at a time there is a debate on the community-wise reservation for women.

However, this book is likely to initiate a more thorough exploration by social scientists in India.

A Peep into Empowerment of Women

U.R. Kalliappan*

S. Gokilvani. *Women, Politics and Empowerment : A micro-study on the Elected and Contested Women in Panchayat Elections of PMT District, Karaikudi*, Dept. of Women's Studies & Centre for Women's Studies, Alagappa University, 1977. Pp. 45. Price not stated.

A proper understanding of the present will help better policy formulation and development of suitable programmes for the future. The report by S. Gokilvani is an attempt

*Professor, Department of Sociology, Bharathiar University, Coimbatore-641 046.

to capture the current status of women's entry into governance at the grassroot level consequent on reservation of one third of the seats for women. The grassroot exposure in political participation will help the entry of more women at higher levels.

THESES OF THE MONTH

A list of doctoral theses accepted by Indian Universities

HUMANITIES

Philosophy

1 Das, Itu The concept of the ultimate reality in the philosophies of Ramanuja and Madhava. A comparative study. (Prof S Sarma), Department of Philosophy, Gauhati University, Guwahati

2 Goswami, Geeta Space and time: A comparative study of Kant and Sankara. (Prof D K Chakravarty), Department of Philosophy, Gauhati University, Guwahati

3 Swain, Ghanashyam Concept of self in Upanishad. An analysis. (Dr D R Satpathy), Department of Philosophy, Sambalpur University, Jyoti Vihar, Burla

Religion

1 Kuldip Kaur Guru Granth Sahib de kujh yogdaniyan dee dharmik ate samajik drishti. (Dr Jodh Singh), Department of Religious Studies, Punjabi University, Patiala

2 Onkar Singh Bhai Gurdas de kavai savayan da dharam shastri adhyayan. (Dr Balkar Singh), Department of Guru Granth Sahib Studies, Punjabi University, Patiala

3 Sawhney, Meena Sikh understanding of religious diversity and its contribution to harmonious living. (Shri Darshan Singh), Department of Religious Studies, Punjabi University, Patiala

Language & Literature

English

1 Barooah, Nandini D H Lawrence's achievement as a short story writer. A thematic study. (Dr H N Dutta), Department of English, Gauhati University, Guwahati

2 Chakravarti, Varada Venugopal. A comparative study of Australian and Indian humour with special reference to Henry Lawson and R K Narayan. (Dr C V Venugopal), Department of English, Karnatak University, Dharwad

3 Joshi, Reetinder The political imagination of Norman Mailer. (Dr Ranjit Kaur Kapoor), Department of English, Punjabi University, Patiala

4 Kuldeep Singh. Theme of lostness in Hemingway's novels. An existential enquiry. Department of English, Himachal Pradesh University, Shimla

5 Menon, Ratna The pursuit for perfection in the poetry of Sylvia Plath: A study. (Dr N Veerappan), Department of English, Annamalai University, Annamalai Nagar

6 Singh, Reena The heroes in the novels of Patrick White (Prof B D Singh), Department of English, Gauhati University, Guwahati

7 Thomas, Leena. Understanding the factors which under oral communication skills in English and evolving strategies to use the prescribed text book as a Spring Board. (Dr B Sreedevi), Department of English, University of Calicut, Calicut

8 Uttara Debi The poetry of W H Auden: A sociological approach. (Prof B D Singh), Department of English, Gauhati University, Guwahati

Sanskrit

1 Biswal, Sanghamitra A critical study of Sanskara Mayukha. (Dr Kishore Chandra Mohapatra), Department of Dharmasastra, Shri Jagannath Sanskrit Vishvavidyalaya, Puri

2. Goswami, Anjali. The Damodariya sect of Vaishnavism. (Dr T Sarmah), Department of Sanskrit, Gauhati University,

Guwahati

3 Goswami, Kali Prasad Kamakhya Temple. Its origin, religious aspects and economic impact. (Prof R N Sarma and Prof R K Choudhury), Department of Sanskrit, Gauhati University, Guwahati

4. Jha, Rajesh Kumar Ras tatva kee drishti se Naishadh Mahakavya kee sameeksha. (Dr Laxminath Jha), Department of Sanskrit, Kameshwara Singh Darbhanga Sanskrit University, Darbhanga

5 Kashyap, Jeet Ram Kiratanuniyam ke patron ka Van Parva ke sandarbh mein rajnaitik vishleshan. Department of Sanskrit, Himachal Pradesh University, Shimla

6 Mahanta, Anupama The dialogue hymns of the Rigveda. A critical study. (Dr B N Hazarika), Department of Sanskrit, Gauhati University, Guwahati

7 Pardeep Kumar Paniniya varna samamnaya ka bhasha tatvik adhyayan. Department of Sanskrit, Himachal Pradesh University, Shimla

8 Sharma, Mahesh Chandra Punjab ka Sanskrit kavva ko yogdan. Ek vivarnatmak tatha alochanatmak adhyayan 1966 se 1990 tak kee avadhi mein prakashit Sanskrit kavyon ke adhar per. (Dr Abhimanyu Malik), Department of Sanskrit, Punjab University, Patiala

9 Sharma, Tarun Ch Sanskrit Education in secondary stage with special reference to Assam. (Dr B N Hazarika), Department of Sanskrit, Gauhati University, Guwahati

10 Sreedharan, E Ganitha Prakasika of K V A Rama Poduval. A critical study. (Dr Shanthuchandra Kamath), Department of Sanskrit, University of Calicut, Calicut

11 Vasudevan Nambudiri, P M The contribution of Payyur Bhattas to Sanskrit philosophy and literature. (Dr K H Subramanian and Dr K N N Elayath), Department of Sanskrit, University of Calicut, Calicut

Punjabi

1 Balkar Singh. Sohan Singh Sheetal de navalan vich rajasi sabhiacharak avachetan. (Dr Jaswinder Singh), Department of Punjabi, Punjabi University, Patiala

2 Balwinder Singh Punjabi kavi vich manav da sankalap. (Dr Dalip Kaur Tiwana), Department of Punjabi, Punjabi University, Patiala

3 Charnjeet Kaur Punjabi upanyas vich pendu madh shreni: Sekhon te Kanwal de vishesh prasang vich. (Dr Gurtaran Singh), Department of Punjabi, Punjabi University, Patiala

4 Devinder Singh Punjabi lok kathavan da birtant shastri adhyayan. (Dr Jaswinder Singh), Department of Punjabi, Punjabi University, Patiala

5 Harinder Kaur Semiological patterns in the fairs of Punjab. (Dr Surjit Singh), Department of Punjabi, Punjabi University, Patiala

6 Manjit Kaur Puran Bhagat dee lok katha utte adharit sahut da manovaigyanik adhyayan. ((Dr Narinder Singh Kapoor), Department of Punjabi, Punjabi University, Patiala

7 Paramjit Kaur Punjabi bal natak. ((Dr Dilip Kaur Tiwana), Department of Punjabi, Punjabi University, Patiala

8 Surjit Singh Punjabi vich sankat nal sambandhat naval. Roop ate perkaraj. (Dr Narinder Singh Kapoor), Department of Punjabi, Punjabi University, Patiala

Hindi

1 Anil Kumar Dr Ramkumar Verma ke sahitya siddhant. Department of Hindi, Magadh University, Bodh Gaya

2 Daljit Kaur Hindi yatra sahitya mein Bhartiya sanskriti, san 1981-93. (Dr Krishan Bhavuk), Department of Hindi, Punjabi University, Patiala

3 Dwivedi, Rekha Women characters in Jainendra's fiction. (Prof D Tiwari), Department of Hindi, Gauhati University, Guwahati.

4 Mahanta, Beauty Surdas and Madhavdeva: A comparative study with special reference to vatsalya rasa as revealed in their literature. (Prof Dharmadeo Tiwari), Department of Hindi, Gauhati University, Guwahati

5 Patil, Sulochana Narayan Swatantrayottar Hindi natakon mein akrosh. (Dr Shankar Puntambekar), Department of Hindi, North Maharashtra University, Jalgaon

6 Saikia, Aditi A critical study of Sachchidananda Hiranand Vatsayan Ajheya's poetry (Prof D Tiwari), Department of Hindi, Gauhati University, Guwahati

7 Sarabjeet Kaur Athaven noven dashak ke mahila kahani lekhan mein sambandhon ka badalta swarup. (Dr Pushppal Singh), Department of Hindi, Punjabi University, Patiala

8 Savita Adhunik Hindi kavita ke pramukh vad. Department of Hindi, Himachal Pradesh University, Shimla.

9 Thakur, Gopal Dass Kullai lokgeeton mein lok jeewan. Department of Hindi, Himachal Pradesh University, Shimla

10 Vasisht, Shani Samkaleen pramukh Hindi natakon mein vaicharika ke naye swar. (Dr BM Sharma), Department of Hindi, Punjabi University, Patiala

11 Verma, Radha Vyakti namparak sathottari Hindi kavita : Kathya evam shilpa Department of Hindi, Himachal Pradesh University, Shimla

Bengali

1 Roy Choudhury, Madhuchhanda Medieval biographical literature in Assamese and Bengali : A comparative study. (Prof S N Goswami and Prof U R Bhattacharyee), Department of Bengali, Gauhati University, Guwahati

Assamese

1 Barman, Anupama Chhaygaon aru Nalbarir kathita Asamiya bhasa : Eti tulanatmak adhyayan. (Dr Ramesh Pathak), Department of Assamese, Gauhati University, Guwahati

2. Baruah, Jatindra Kumar Asamiya kabita aru gitat deshprem, 1880-1980. (Dr N P Bardoloi), Department of Assamese, Gauhati University, Guwahati

3. Bora, Usha Sharat Chandra Goswami jiban aru sahitya sambhar : Eti bisleshanatmak adhyayan (Prof S N Goswami), Department of Assamese, Gauhati University, Guwahati

4 Charan Kaur Asamiya sahittat Rabindrik prabhab. (Prof S N Goswami), Department of Assamese, Gauhati University, Guwahati

5 Haloi, Pramod Paschim Nalbarir sthaniya upabhasar adhyayan Samaj tatvik disar bises (Dr P C Das), Department of Folklore, Gauhati University, Guwahati

6 Mahanta, Amiya Bharali Ram Saraswati rachanabali bhasatwattik bislesan. (Prof N C Sarma), Department of Folklore, Gauhati University, Guwahati

7 Mazumdar, Bimal Garo lokasahityar lagot Asamiya Lika-sahityar tulanamulak adhyayan. (Dr P Hazarika), Department of Assamese, Gauhati University, Guwahati.

8 Nath, Prafulla Kumar Asamar Nath Sampraday aru teonlokar sanskriti. (Prof N P Bardoloi), Department of Assamese, Gauhati University, Guwahati

9 Ojha, Deepali. A critical study of Barpeta dialect. (Dr R Pathak), Department of Assamese, Gauhati University, Guwahati

10 Patgiri, Jagadish Folklore and folklife as reflected through modern Assamese social drama. (Dr P C Das), Department of Folklore, Gauhati University, Guwahati.

Oriya

1 Das, Biswabimohan Saran Tapaswini and Baidehi Banabas : Eka tulanatmak adhyayan. (Prof B C Acharya and Dr R K Ganju), Department of Oriya, Sambalpur University, Jyoti Vihar, Burla

Gujarati

1. Patel, Parul Manulal Santhottari Gujarati Tunki varta-Vastu ane abhivyaktina vishesh sandarbhma. (Dr Vinod Joshi), Department of Gujarati, Bhavnagar University, Bhavnagar

Persian

1 Hasan, Md Ayub Fan-e-Tarikhgoi aur Bihar ke panch aham Tarikhgoi Farsi shoara. Department of Persian, Veer Kunwar Singh University, Ara.

Tamil

1. Subramanian, N. Irattai Kaappiyan galill samudayam. (Dr S Govindarajan), Department of Tamil, Annamalai University, Annamalaiagar.

Kannada

1 Kegapur, Sharanamma Kameshwar Kannada sahityadalli atmachantre. (Dr H M Maheshwaraiah), Department of Kannada, Karnatak University, Dharwad

2 Sudheendra, N Kannada radio natakagalu. (Dr K Srikantha Kudige), Department of Kannada, Kuvempu University, Shimoga

Telugu

1 Sarala, Bonala Kumari. Bobbili samsthana charitra: Sahitya poshana. (Prof E Shivareddy), Department of Telugu, Osmania University, Hyderabad.

Geography

1 Choudhury, Tandrai A socio-economic study of the people of Darrang District, Assam : An anthropogeographical approach; a case study of Chapai Mouza. (Prof N N Bhattacharyya and Prof A N M Irshad Ali), Department of Geography, Gauhati University, Guwahati

2 Rahamn, Md Mazibar. Settlement pattern of Dhubri District : A geographical analysis. (Prof N N Bhattacharyya), Department of Geography, Gauhati University, Guwahati

History

1 Baruah, Reeta Francis Jenkins and his times, 1834-1861. (Prof J N Phukan), Department of History, Gauhati University, Guwahati

2 Dutta, Leena History of higher secondary Education in modern Assam, 1968-1990 : A perspective. (Dr Bharati Barua), Department of History, Gauhati University, Guwahati

3 Kangsabanik, Minati The Koch-Rajbongshis of Goalpara : A study of their socio-economic condition. (Dr I S Muntaza), Department of History, Gauhati University, Guwahati

4 Lianchunga, F The Chakmas and their religious beliefs and practices with special reference to the Chakmas of Mizoram. (Prof J N Phukan), Department of History, Gauhati University, Guwahati

5 Pradhan, Satyabati Some aspects of social History of medieval Orissa, 600 A D -950 A D). (Dr P K Mishra), Department of History, Sambalpur University, Jyoti Vihar, Burla.

6 Samra, Mandeep Kaur Baba Prem Singh Hoti and his works : A historical analysis. (Dr G S Nayyar), Department of History, Punjabi University, Patiala

UNIVERSITY GRANTS COMMISSION

BAHADUR SHAH ZAFAR MARG

NEW DELHI-110 002

Academic Staff College — Schedule of Orientation Programme During 1997-98

The University Grants Commission has set up 45 Academic Staff Colleges at different Universities to provide facilities for orientation of newly-appointed Lecturers and those with upto 8 years of service will be enrolled from the catchment area of the ASC. 20 per cent of teachers can be invited from any University/College on an all India basis. Teachers selected for the programme are to be treated as on duty with full pay and allowances by the sponsoring University/College. The host Institution will provide lodging and boarding facilities to outstation participants and TA will be paid to them as per ASC norms. In case any University is unable to make lodging and boarding arrangements, DA will be paid in cash to the participants.

The schedule of orientation programme to be conducted during December, 1997 to March, 1998 as received from the Universities, is indicated below.

S No.	Name of the University	Proposed schedule-1997-98		
1	Aligarh Muslim University, Aligarh	8-12-97 to 6-1-98	22	Jai Narayan Vyas University, Jodhpur
2	Allahabad University, Allahabad	16-1-98 to 9-2-98	23	University of Kashmir, Srinagar
		18-2-98 to 14-3-98		
		17-3-98 to 10-4-98	24	Karnatak University, Dharwad
3	Andhra University, Waltair	1-3-98 to 27-3-98	25	Kurukshetra University, Kurukshetra
4	Banaras Hindu University	*	26	Lucknow University, Lucknow
5	B R Ambedkar Bihar University Muzaffarpur	8-1-98 to 4-2-98	27	University of Madras, Madras
		10-2-98 to 9-3-98		
		11-3-98 to 7-4-98	28	Madurai Kamraj University, Madurai
6	Bharathidasan University Tiruchirappalli	3-3-98 to 3-4-98	29	Dr B A Marathwada University Aurangabad
7	University of Bombay, Bombay	6-1-98 to 3-2-98	30	Mysore University, Mysore
		16-2-98 to 14-3-98	31	Nagpur University, Nagpur
8	University of Burdwan, Burdwan	4-3-98 to 31-3-98	32	Panjab University, Chandigarh
9	University of Calcutta, Calcutta	26-12-97 to 22-1-98		
		27-1-98 to 23-2-98	33	Patna University, Patna
		11-2-98 to 10-3-98		
		13-3-98 to 9-4-98		
10	University of Calicut	*	34	University of Pune, Pune
11	University of Delhi	1-12-97 to 27-12-97		
		2-2-98 to 28-2-98		
12	Devi Ahilya University, Indore	5-1-98 to		
13	Dr H S G Vishwavidyalaya, Sagar	12-2-98 to 11-3-98		
14	Gauhati University, Guwahati	*	35	Pondicherry University, Pondicherry
15	Goa University, Goa	10-12-97 to 6-1-98	36	University of Rajasthan, Jaipur
16	Gorakhpur University, Gorakhpur	16-12-97 to 12-1-98		
		20-3-98 to 16-4-98	37	Rani Durgawati Vishwavidyalaya, Jabalpur
17	Gujarat University, Ahmedabad	11-3-98 to 31-3-98	38	Saurashtra University, Rajkot
18	Guru Nanak Dev University, Amritsar	23-2-98 to 21-3-98		
19	Himachal Pradesh University, Shimla	1-12-97 to 27-12-97	39	Sri Venkateswara University, Tirupati
		3-3-98 to 30-3-98	40	Utkal University, Bhubaneswar
20	University of Hyderabad, Hyderabad	February/March 98		
21	Jamia Millia Islamia, New Delhi	3-3-98 to 28-3-98		

*The participants may contact the Academic Staff College directly

Academic Staff College — Schedule of Refresher Programme During 1997-98

The University Grants Commission has identified following University Department/Institutions to conduct subject oriented refresher programmes in Sciences, Humanities and Social Sciences during December 1997 to March 1998 for in-service teachers with more than 5 years of continuous service as Lecturer in Universities and Colleges. While 80 per cent of the teachers will be enrolled from the catchment area of the notified centres, 20 per cent of teachers will be from any University or college on an all-India basis. Teachers selected for the courses are to be treated as on duty with full pay and allowances by the sponsoring authorities/college.

The host Institution will provide lodging and boarding to outstation participants and TA will be paid to them as per ASC norms. In case any university is unable to make lodging and boarding arrangements, DA will be paid in cash to the participants.

The tentative schedule of Refresher Programmes to be conducted during December 1997 to March 1998 as received from the universities, is indicated below.

Subject/Name of the University	Proposed Schedule for 1997-98	Catchment Area			
Botany			Andhra University	5-1-98 to 31-1-98	Andhra State
Banaras Hindu University	3-12-97 to 23-12-97	Uttar Pradesh	Bharathiar University	14-11-97 to 4-12-97	Bharathiar Univ.,
Bharathiar University	7-3-98 to 27-3-98	Bharathiar & Gandhigram Rural Instt & Colleges		15-2-98 to 6-3-98	Gandhigram Rural
B R Ambedkar Bihar University	15-1-98 to 4-2-98	Bihar	B R Ambedkar, Bihar University	19-2-98 to 11-3-98	Instt & Colleges
Calcutta University	3-3-98 to 23-3-98	Calcutta, Jadavpur & Eastern States	Calcutta University	28-1-98 to 19-2-98	Need based — B R
Gujarat University	6-1-98 to 26-1-98	Guajrat		9-3-98 to 31-3-98	Ambedkar, Bihar
Jai Narayan Vyas University	5-2-98 to 26-2-98	Rajasthan & Northern States	Delhi University	22-12-97 to 10-1-98	University & its
Kerala University	30-12-97 to 21-1-98	Kerala	Dr H S Gour University	8-12-97 to 28-12-97	Colleges
Madurai Kamraj University	3-12-97 to 23-12-97	M K University, Pondicherry University and Colleges	Gauhati University	*	Eastern Zone
Rajasthan University	8-12-97 to 27-12-97	Northern Zone	Hyderabad University	27-1-98 to 18-2-98	Northern Zone
Sri Venkateswara University	19-1-98 to 7-2-97	South Zone	Karnatak University	18-2-98 to 16-3-98	Madhya Pradesh
Utkal University	Nov-Dec 97	Orissa State	Kashmir University	9-2-98 to	State
Ch Charan Singh University, Meerut	*	Uttar Pradesh	Lucknow University	1-12-97 to 30-12-97	Assam
Jiwaji University, University of Kalyani	14-1-98 to 3-2-98	Madhya Pradesh		2-2-98 to 28-2-98	All India
Gulbarga University	*	West Bengal	Mysore University	9-1-98 to 2-2-98	Karnataka State
L N Mithila University	1-12-97 to 21-12-97	Karnataka	Poona University	2-3-98 to 28-3-98	Jammu & Kashmir
Darbhangha	*	Bihar	Rajasthan University	8-12-97 to 27-12-97	Lucknow, Kumaun,
Shivaji University	*	Maharashtra	Sri Venkateswara University	22-12-97 to 10-1-98	Rohilkhand
Bio-Science			Utkal University	February-March 98	University & Colleges
Bombay University	7-1-98 to 31-1-98	All India	Saurashtra University	9-2-98 to 28-2-98	South Zone
Mangalore University	29-12-97 to 19-1-98	All India	Bangalore University	2-3-98 to 28-3-98	West Zone
Bio-Chemistry			Cochin University of Science & Technology	5-1-98 to 29-1-98	North Zone
Sri Avinashilingam Institute for Home Sc & Hr Education, Coimbatore	21-1-98 to 17-2-98	All India	Gulbarga University	*	Andhra University & Colleges
Indian Institute of Science, Bangalore	*	All India	Institute of Science, Bombay	*	Orissa State
Bio-Mathematics			Indian Institute of Science, Bangalore	*	Gujarat State
University of Kashmir	15-12-97 to	All India	M D University, Rohtak	*	Karnataka State
Bio-Technology			Mahatma Gandhi University	22-12-97 to 15-1-98	Kerala State
Bharathidasan University	2-1-98 to 29-1-98	All India	North Eastern Hill University	1-2-98 to 25-2-98	
Pondicherry University	18-2-98 to 10-3-98	All India	Kuvempu University	*	All India
Patna University	3-12-97 to 23-12-97	Need based — Patna University and its affiliated Colleges	Shivaji University	*	All India
	7-2-98 to 29-2-98		Sri Krishna Devaraya University, Anantapur	*	North Zone
Chemistry			Computer Application/Science		
Allahabad University	1-3-98 to 25-3-98	Allahabad, Kanpur, Bundelkhand University & Colleges	Calicut University	2-12-97 to 23-12-97	Need based — Calicut Univ & its Colleges
			Kashmir University	8-12-97 to	Jammu & Kashmir
			Rani Durgawati Vishwavidyalaya	8-1-98 to 28-1-98	Madhya Pradesh
			Sri Sathya Sai Institute of Higher Learning	*	South Zone

Criminology & Forensic Sciences

Punjab University	*	All India
National Institute of Criminology & Forensic Science Sector-3, Rohini	*	All India
Environmental Studies		
Andhra University	1-12-97 to 31-12-97	Andhra State
Bharathiar University	22-1-98 to 12-2-98	Need based — Bharathiar Univ & Colleges
Calicut University	1-1-98 to 22-1-98	Kerala State
Devi Ahilya Vishwavidyalaya	8-12-97 to	Madhya Pradesh State
Jawaharlal Nehru University	16-3-98 to 10-4-98	Need based —
Kashmir University	16-3-98 to 10-4-98	Jammu & Kashmir
Dr. Baba Saheb Ambedkar Marathwada University	2-1-98 to 30-1-98	Maharashtra State
Poona University	31-1-98 to 27-2-98	West Zone
Rajasthan University	23-3-98 to 11-4-98	North Zone
Visva Bharati	1-2-98 to 21-2-98	Eastern Zone
M. D. Saraswati University, Ajmer	15-12-97 to 4-1-98	Rajasthan State
Vikram University,	*	Madhya Pradesh State
A. P. S. University, Rewa	14-12-97 to 3-1-98 2-3-98 to 22-3-98	Madhya Pradesh State
Geology/Marine Geology		
Bharathidasan University	1-12-98 to 28-2-98	South Zone
Lucknow University	1-1-98 to 30-1-98	Uttar Pradesh State
Patna University	4-2-98 to 24-2-98	Bihar State
Indian School of Mines, Dhanbad	16-2-98 to 7-3-98	All India
Jadavpur University	6-1-98 to 2-2-98	West Bengal
Bangalore University	*	Karnataka, Kerala State
Mangalore University	2-2-98 to 23-2-98	Karnataka State
Dibrugarh University	*	West Bengal, Assam & All Eastern States
M. S. University of Baroda, Vadodara	*	Western Zone
Geography/Earth Science		
Andhra University	1-3-98 to 27-3-98	All India
Calcutta University	17-2-98 to 11-3-98	West Bengal
Mysore University	15-2-98 to 12-3-98	Mysore State
Punjab University	23-12-97 to 19-1-98 19-3-98 to 15-4-98	North West Zone
Punjab University	*	North West Zone
Home Science		
Guru Nanak Dev University, Amritsar	1-12-97 to 20-12-97	Need based — G. N. Dev University & its Colleges
Ranchi University	5-1-98 to 25-1-98	All India
Sri Avinashilingam Institute for Home Science & Higher Education, Coimbatore	19-2-98 to 18-3-98	All India
S. N. D. T. University, Bombay	1-12-97 to 20-12-97 5-1-98 to 24-1-98 27-1-98 to 16-2-98	West North Zone
Instrumentation		
Indian Institute of Science, Bangalore	*	All India

Life Science/Micro Biology

CPDHE, Delhi University	25-12-97 to 15-1-98	North Zone
Devi Ahilya Vishwavidyalaya, Indore	9-2-98 to -----	Madhya Pradesh
Jawaharlal Nehru University	5-1-98 to 30-1-98	All India
Osmania University	5-2-98 to 2-3-98	Need based — Osmania Univ & its Colleges
Punjab University	2-12-97 to 22-12-97	Need based — Punjab Univ & its Colleges
Poona University	4-12-97 to 31-12-97	Maharashtra State
Rani Durgawati Vishwavidyalaya, Jabalpur	2-2-98 to 21-2-98	Madhya Pradesh
Barkatullah University	*	Madhya Pradesh
Indian Institute of Science, Bangalore	*	Karnataka State
M. L. Sukhadia University, Udaipur	*	Rajasthan State
Manipur University	24-12-97 to 14-1-98	Manipur State,
North Eastern Hill University, Shillong	*	North Eastern States
Visva Bharati	1-3-98 to 21-3-98	Eastern States
Mathematics		
Aligarh Muslim University	2-2-98 to 28-2-98	All India
B. R. Ambedkar Bihar University	24-2-98 to 16-3-98	Bihar State
Bombay University	17-2-98 to 12-3-98	Maharashtra State
Burdwan University	2-1-98 to 22-1-98	West Bengal
Calcutta University	3-2-98 to 25-2-98	Eastern Zone
Delhi University	23-12-97 to 12-1-98	North Zone
Goa University	7-1-98 to 27-1-98	Goa Univ & Colleges
Gauhati University	*	Eastern Zone
Gujarat University	24-2-98 to 16-3-98	Gujarat State
Karnatak University	3-12-97 to 23-12-97	Karnataka State
Kurukshetra University	24-12-97 to 13-1-98	North Zone
Madras University	10-12-97 to 31-12-97	Need based — Madras Univ & its Colleges
Nagpur University	1-3-98 to 24-3-98	Maharashtra State
Punjab University	12-12-97 to 8-1-98	Punjab, Haryana University & Colleges
Pondicherry University	25-2-98 to 17-3-98	Need based — Pondicherry University & Colleges
Rani Durgawati Vishwavidyalaya	6-1-98 to 26-1-98	Madhya Pradesh State
Bangalore University	*	Karnataka State
Bhavnagar University	*	Gujarat State
Berhampur University	*	Bihar, Orissa University & Colleges
Cochin University of Science Technology, Mahatma Gandhi University	23-2-98 to 21-3-98 8-12-97 to 2-1-98	Kerala State South Zone
Gulbarga University	*	Karnataka
Nagarjuna University	*	Andhra State
Guntur		

North Maharashtra University	*	Western Zone	Mahatama Gandhi University	*	Mahatama Gandhi University & Colleges
Punjab University	*	North Zone	Mangalore University	*	Karnataka State
Sambalpur University	3-1-98 to 30-1-98	Orissa State	Sardar Patel University	1-12-97 to 20-12-97	Gujarat State
Visva Bharati	8-1-98 to 28-1-98	West Bengal	Gulbarga University	*	Karnataka
Physics			Visva Bharati	7-3-98 to 27-3-98	Eastern State
Aligarh Muslim University	6-12-97 to 6-1-98 9-3-98 to 4-4-98	Aligarh, Dayalbagh, Roorkee, Agra, Meerut University & Colleges	Jiwaji University	31-12-97 to 22-1-98	Madhya Pradesh State
Allahabad University	4-12-97 to 29-12-97 3-3-98 to 28-3-98	Allahabad, Kanpur, Bundelkhand University & Colleges	Medical Physics & Instrumentation		
Bharathiar University	15-2-98 to 6-3-98	Southern Zone	Poona University	4-12-97 to 31-12-97	Need based — Poona Univ & its Colleges
University of Mumbai	18-2-98 to 13-3-98	Need based — University of Mumbai & its Colleges	Research Methodology		
Calcutta University	7-1-98 to 31-1-98 6-3-98 to 28-3-98	West Bengal	Jawaharlal Nehru University	6-2-98 to 6-3-98	Need based
Devi Ahilya Vishwavidyalaya	9-2-98 to -----	Madhya Pradesh State	Centre for Multi Disciplinary Development Research (CMDR), Dharwad	Feb - March, 98	All India
Kashmir University	9-12-97 to -----	Jammu & Kashmir State	Statistics		
Lucknow University	1-1-98 to 30-1-98 2-3-98 to 31-3-98	North Zone	Gujarat University	2-2-98 to 22-2-98	Gujarat State
Panjab University	4-2-98 to 3-3-98	Panjab & Himachal Pradesh State	Madras University	9-12-97 to 29-12-97	South Zone
Poona University	4-12-97 to 31-12-97	West Zone	Indian Statistical Institute, Calcutta	*	All India
Rajasthan University	23-3-98 to 11-4-98	Rajasthan State	Cochin University of Science & Technology	5-1-98 to 30-1-98 5-3-98 to 30-3-98	North West Zone
Rani Durgavati Vishwavidyalaya	9-2-98 to 28-2-98	Madhya Pradesh	Zoology		
A P S University, Rewa	3-12-97 to 24-12-97 2-1-98 to 23-1-98 6-2-98 to 9-3-98	Madhya Pradesh State	Bharathiar University	7-3-98 to 27-3-98	Southern Zone
Barkatullah University, Bhopal	*	Bhopal, Vikram University & Colleges	Calcutta University	6-2-98 to 28-2-98	West Bengal
Ch Charan Singh University, Meerut	*	Uttar Pradesh State	Madras University	18-2-98 to 10-3-98	South Zone
Cochin University of Science & Technology	5-1-98 to 29-1-98	Kerala State	Gujarat University	2-12-97 to 22-12-97	Gujarat & Madhya Pradesh States
Indian Institute of Science, Bangalore	*	All India	Utkal University,	December-January 98	Orissa State
			Vikram University	*	Madhya Pradesh State
			NEHU Shillong	24-2-98 to 15-3-98	Eastern Zone
			Bangalore University	3-12-97 to 24-12-97	Karnataka State
			Jiwaji University	8-12-97 to 30-12-97 8-3-98 to 29-3-98	Madhya Pradesh
			Geophysics		
			Roorkee University	*	All India

*Dates may be confirmed from the respective ASC/Universities

Schedule for Refresher Courses During 1997-98 for Humanities Subjects

Subject/Name of the University/ Institution	Proposed Schedule for 1997-98	Catchment Area
Arabic/Persian		
Aligarh Muslim University	2-2-98 to 28-2-98	All India
Jamia Millia Islamia	21-12-97 to 10-1-98	All India
Anthropology		
South Gujarat University	*	All India

Assamese		
Dibrugarh University	12-2-98 to 1-3-98	All India
Archaeology		
Deccan College, Post-graduation Research Institute, Pune	*	All India
Bengali, Tribal & Regional Language		
Calcutta University	2-1-98 to 27-1-98 3-3-98 to 25-3-98	All India
Ranchi University	February 98	All India

Commerce/Business Management/Business Administration			Jai Narain Vyas University	1-3-98 to 21-3-98	Rajasthan
Bharathiar University	22-1-98 to 12-2-98	South Zone	Karnatak University	11-3-98 to 31-3-98	Karnataka State
Burdwan University	15-1-98 to 4-2-98	Eastern Zone	Madras University	28-1-98 to 17-2-98	Tamil Nadu & Pondicherry
Calicut University	2-2-98 to 23-3-98	South Zone	Nagpur University	25-11-97 to 9-12-97	Maharashtra State
Calcutta University	30-12-97 to 21-1-98	West Bengal	Pondicherry University	22-1-98 to 11-2-98	Need based — Pondicherry University & its Colleges
CPDHE, Delhi University	26-12-97 to 15-1-98	North Zone	Rani Durgawati Vishwavidyalaya	15-12-97 to 3-1-98	Madhya Pradesh State
Devi Ahilya Vishwavidyalaya	9-2-98 to	Madhya Pradesh State	Utkal University	9-3-98 to 28-3-98	Need based — Utkal University & its Colleges
Karnataka University	20-1-98 to 9-2-98	Karnataka	Shivaji University	*	Shivaji, Nagpur
Kurukshetra University	14-1-98 to 3-2-98	North Zone	Jadavpur University	10-1-98 to 30-1-98	Amravati University & Colleges
Lucknow University	2-3-98 to 31-3-98	Uttar Pradesh	Dibrugarh University	8-1-98 to 28-1-98	West Bengal
Madras University	4-12-97 to 24-12-97	South Zone		8-3-98 to 28-3-98	Eastern Zone
Dr. Baba Saheb Ambedkar Marathwada University	11-3-98 to 31-3-98	Maharashtra State	Central Institute of English & Foreign Languages, Hyderabad	9-3-98 to 28-3-98	All India
Kashmir University	2-12-97 to 30-12-97	Jammu & Kashmir State	Manipur University	23-3-98 to 11-4-98	
Osmania University	12-2-98 to	Andhra State	Mangalore University	*	Eastern Zone
Panjab University	19-1-98 to 14-2-98	Panjab, Himachal Pradesh University & Colleges	Kuvempu University	*	Karnataka State
Patna University	4-3-98 to 31-3-98	Bihar State	Sri Sathya Sai Institute of Higher Education Anantapur	*	Bangalore, Gulbarga
Poona University	1-12-97 to 20-12-97	Maharashtra	Education		Kuvempu University & Colleges
Utkal University	16-2-98 to 7-3-98	Need based — Utkal Univ & Colleges	Calcutta University	3-12-97 to 26-12-97	Sri Sathya Institute & Sri Venkteswara University & Colleges
Tilak Manjhu, Bhagalpur University	2-1-98 to 29-1-98	Bhagalpur, L N Mithila, Magadh University & Colleges	Devi Ahilya Vishwavidyalaya	2-2-98 to	Eastern Zone
Dibrugarh University	31-3-98 to 27-4-98	Eastern Zone	Patna University	19-1-98 to 7-2-98	Madhya Pradesh State
Maharshi Dayanand Saraswati University	Dec 97-Jan 98	North Zone	S N D T University	2-3-98 to 31-3-98	Bihar State
North Maharashtra University, Jalgaon	*	Maharashtra State	South Gujarat University	*	Maharashtra State
Sambalpur University	2-1-98 to 29-1-98	Orissa State	North-Eastern Hill University	4-3-98 to 25-3-98	South Gujarat, Sardar Patel, Saurashtra University & Colleges
Alagappa University	22-1-98 to 11-2-98	South Zone	Gujarat Vidyapith	15-12-97 to 4-1-98	Eastern Zone
Sri Krishna Devaraya University, Anantapur		South Zone		20-3-98 to 9-4-98	Gujarat Vidyapith, Bhavnagar, M S University of Baroda & Colleges
Manipur University	1-12-97 to	Eastern Zone	Economics		
Defence Studies			Bharathiar University	11-12-97 to 31-12-97	Tamil Nadu State
M D University, Rohtak	16-1-98 to 13-2-98	All India	Bombay University	5-1-98 to 29-1-98	Bombay, Goa, S N D T University & Collges
English			Burdwan University	10-2-98 to 2-3-98	Eastern Zone
Andhra University	5-1-98 to 31-1-98	Andhra State	Calcutta University	24-2-98 to 18-3-98	West Bengal
Banaras Hindu University	3-3-98 to 23-3-98	Uttar Pradesh State	Delhi University	2-3-98 to 21-3-98	North Zone
Bharathidasan University	4-12-97 to 31-12-97	South Zone	Devi Ahilya Vishwavidyalaya	2-2-98 to	Madhya Pradesh State
B R Ambedkar Bihar University	22-1-98 to 11-2-98	Bihar	Goa University	28-1-98 to 17-2-98	Goa University & Colleges
Burdwan University	2-12-97 to 22-12-97	East Zone	Jai Narain Vyas University	3-3-98 to 24-3-98	Rajasthan
Bombay University	2-2-98 to 25-2-98	Maharashtra	Jawaharlal Nehru University	5-1-98 to 30-1-98	All India
Delhi University	26-2-98 to 21-3-98	North Zone			
Calcutta University	24-12-97 to 14-1-98	East Zone			
Gauhati University	10-3-98 to 1-4-98	Assam State			
Hyderabad University	*	Andhra State			
	11-3-98 to 31-3-98				

Karnatak University	23-12-97 to 12-1-98	Karnataka, Gulbarga University & Colleges	Allahabad University	6-1-98 to 30-1-98 24-2-98 to 20-3-98	Eastern Zone
Madurai Kamaraj University	3-12-97 to 23-12-97	Need based — M K Univ & its Colleges	Andhra University	2-2-98 to 28-2-98	Andhra State
Madras University	3-12-97 to 23-12-97	Need based — Madras Univ & its Colleges	Burdwan University	26-2-98 to 18-3-98	Eastern Zone
Mysore University	15-12-97 to 7-1-98 3-3-98 to 26-3-98	Mysore University & Colleges	B R Ambedkar Bihar University	4-3-98 to 18-3-98	Bihar State
Nagpur University	5-2-98 to 28-2-98	Maharashtra State	Calicut University	2-3-98 to 23-3-98	Kerala State
Punjab University	9-12-97 to 5-1-98	Punjab & Himachal Pradesh State	Calcutta University	13-3-98 to 4-4-98	West Bengal
Osmania University	16-2-98 to 14-3-98	Need based — Osmania Univ & its Colleges	Goa University	18-2-98 to 10-3-98	Goa Univ & Colleges
Rajasthan University	5-1-98 to 25-1-98	Rajasthan State	Gorakhpur University	16-2-98 to 9-3-98	Uttar Pradesh State
Saurashtra University	2-2-98 to 21-2-98 2-3-98 to 21-3-98	Gujarat State	Gauhati University	*	Eastern Zone
Utkal University	Dec 97-Jan 98	Orissa State	Jawaharlal Nehru University	9-2-98 to 6-3-98	North Zone
Gokhale Institute of Politics & Economics	5-1-98 to 24-1-98	All India	Kurukshetra University	7-1-98 to 27-1-98	North Zone
Barkatullah University	2-2-98 to 21-2-98	Madhya Pradesh State	Mysore University	2-3-98 to 25-3-98	Mysore State
Sambalpur University	1-12-97 to 28-12-97 1-2-98 to 28-2-98	North Eastern States	Madras University	18-12-97 to 7-1-98 12-3-98 to 1-4-98	Tamil Nadu State
Bherampur University	16-12-97 to 10-1-98	Orissa State	Patna University	23-3-98 to 11-4-98	Patna, Bhagalpur University & Colleges
Shivaji University	*	Shivaji, Poona, Tilak Maharashtra Vidyapeeth University & Colleges	Pondicherry University	23-12-97 to 12-1-98	South Zone
Jadavpur University,	7-1-98 to 28-1-98 4-3-98 to 24-3-98	West Bengal	Utkal University	Jan -Feb 98	Need based — Utkal Univ. & its Colleges
Sri Krishna Devaraya University	20-12-97 to 9-1-98	Andhra State	Dr Ram Manohar Lohia	11-12-97 to 31-12-97	Avadh, Gorakhpur
Jammu University,	*	Jammu & Kashmir, Himachal Pradesh University & Colleges	Avadh University		Garhwal University & Colleges
Mahatma Gandhi University	1-1-98 to 24-1-98	Mahatma Gandhi Univ, Madurai Kamraj University & Colleges	Jammu University	*	Jammu & Kashmir State
Awadhesh Pratap Singh University, Rewa	2-12-97 to 22-12-97 1-3-98 to 21-3-98	Madhya Pradesh State	Jiwaji University	4-2-98 to 26-2-98	Madhya Pradesh State
Institute of Social & Economic Change	1-12-97 to 29-12-97 31-1-98 to 27-2-98	Karnataka State	Sambalpur University	15-12-97 to 12-1-98 1-2-98 to 28-2-98	Orissa State
Manipur University	1-12-97 to 30-12-97	Eastern Zone	Arunachal University	December, 97	North Eastern Zone
French			Manipur University	23-12-97 to 12-1-98	Manipur, Tripura, Mizoram States
Central Institute of English & Foreign Languages, Hyderabad	16-2-98 to 7-3-98	All India	Vikram University	*	Madhya Pradesh
German			Tilak Maharashtra Vidyapeeth	*	Western Zone
Central Institute of English & Foreign Languages, Hyderabad	22-1-98 to 10-2-98	All India	North-Eastern Hill University	17-3-98 to 7-4-98	North Eastern Zone
Gujarati			Magadh University	*	Magadh, L N Mithila University & Colleges
S N D T Women's University	*	All India	Rohilkhand University	*	Rohilkhand, Lucknow, Kumaun, University & Colleges
Bhavnagar University	*	All India	Visva Bharati	1-12-97 to 21-12-97 15-2-98 to 8-3-98	West Bengal
History			Hindi		
Aligarh Muslim University	2-2-98 to 28-2-98	Uttar Pradesh State	B R. Ambedkar Bihar University	12-2-98 to 4-3-98	Bihar State
			Delhi University	16-2-98 to 7-3-98	North Zone
			Dr Han Singh Gaur	29-12-97 to 18-1-98	Madhya Pradesh State
			Vishwavidyalaya		
			Gorakhpur University	30-12-97 to 19-1-98	Uttar Pradesh State
			Karnatak University	27-1-98 to 16-2-98	South Zone
			Lucknow University	1-12-97 to 30-12-97 2-3-98 to 31-3-98	All India
			Poona University	31-3-98 to 27-4-98	Maharashtra State
			Saurashtra University	2-3-98 to 21-3-98	Gujarat State
			Patna University	8-1-98 to 28-1-98 30-3-98 to 18-4-98	Bihar State

Pt. Ravi Shankar Shukla *		Madhya Pradesh State	Visva Bharati	17-1-98 to 27-1-98	All India
University				20-1-98 to 11-2-98	
Sardar Patel University	16-2-98 to 8-3-98	Gujarat, Maharashtra & Goa States	M S University of	*	Western Zone
M D University, Rohtak *		Haryana, Punjab States	Annamalai University	20-1-98 to 9-2-98	South, North, East Zone
Jiwaji University *	1-12-97 to 23-12-97	Madhya Pradesh, Rajasthan States	Malayalam		
	4-2-98 to 28-2-98		Calicut University	5-2-98 to 26-2-98	All India
Barkatullah University *		Madhya Pradesh, Gujarat University & Colleges	Manipuri		
		Maharashtra, Madhya Pradesh States	Manipur University	26-12-97 to 22-1-98	All India
Vikram University *		Eastern Zone	Maithily		
Bhagalpur University *			L.N Mithula University	1-12-97 to 21-12-97	All India
Journalism			Mass Communication		
Gujarat Vidyapeeth	24-12-97 to 13-1-98	Western Zone	Bangalore University	*	All India
Kannada			Onya		
Kuvempu University *		All India	Utkal University	December 97- January 98	All India
Mangalore University	1-12-97 to 23-12-97	All India		February-March 98	
Library & Information Science			Physical Education		
Aligarh Muslim University	8-12-97 to 6-1-98	South Eastern Zone	Calicut University	7-1-98 to 28-1-98	South Zone
Andhra University	2-2-98 to 28-2-98	South Eastern Zone	Guru Nanak Dev University	5-1-98 to 24-1-98	North Zone
Guru Nanak Dev University	5-2-98 to 25-2-98	Punjab & Himachal Pradesh States	Kurukshetra University	25-2-98 to 17-3-98	Need based — Kurukshetra Univ & its Colleges
Mysore University	15-12-97 to 7-1-98	All India			
Jadavpur University	3-2-98 to 27-2-98	West Bengal State	Poona University	17-2-98 to 16-3-98	Maharashtra State
Jiwaji University	15-2-98 to 10-3-98	Madhya Pradesh State	L N College of Physical Education,	5-1-98 to 25-1-98	All India
				5-2-98 to 25-2-98	
				2-3-98 to 22-3-98	
Law			Public Administration		
Allahabad University	28-2-98 to 24-3-98	Uttar Pradesh State	H P University	6-3-98 to 26-3-98	All India
Devi Ahilya	15-2-98 to	North West Zone	Nagarjuna University	*	Nagarjuna University, Kerala & Karnataka States
Vishwavidyalaya			Political Science		
Gorakhpur University	11-1-98 to 31-1-98	East Zone	B R Ambedkar Bihar University	3-2-98 to 23-2-98	East Zone
Madras University	22-1-98 to 11-2-98	South Zone	Burdwan University	24-3-98 to 13-4-98	West Bengal State
Cochin University of Science & Technology	*	South Zone	Calcutta University	29-12-97 to 20-1-98	All India
National Law School of India University	*	All India	Gorakhpur University	5-1-98 to 25-1-98	North East Zone
Linguistics				13-3-98 to 3-4-98	
Bharathiar University	11-12-97 to 31-12-97	Need based — Bharathiar Univ. & its Colleges	Hyderabad University	9-12-97 to 28-12-97	Need based — Hyderabad Univ & its Colleges
Central Institute of Indian Languages	*	All India			
Central Institute of English & Foreign Languages	2-1-98 to 21-1-98	All India	Jawaharlal Nehru University	16-3-98 to 10-4-98	North Zone
Annamalai University	2-2-98 to 22-2-98	All India	Lucknow University	1-2-98 to 28-2-98	Uttar Pradesh State
Marathi			Mysore University	9-2-98 to 5-3-98	Karnataka
Poona University	2-1-98 to 29-1-98	All India	Utkal University	Feb -March 98	Eastern Zone
	2-3-98 to 28-3-98		Arunachal University	*	North Eastern Zone
North Maharashtra University	*	All India	Kuvempu University	*	Karnataka State
Music & Fine Arts			Manipur University	*	North Eastern State
Banaras Hindu University	6-1-98 to 26-1-98	North/East Zone	Vikram University	*	Madhya Pradesh
Kurukshetra University	17-12-97 to 6-1-98	North Zone	M S University of Baroda	*	Gujarat State
			University of North Bengal, Darjeeling	*	North Bengal State
			Nagarjuna University	*	Nagarjuna University Kerala, Karnataka State

Psychology			Barkatullah University *			Eastern Zone		
Allahabad University	2-12-97 to 22-12-97	Uttar Pradesh &	Sanskrit					
	4-2-98 to 28-2-98	Northern Zone	Calicut University	4-3-98 to 25-3-98		Kerala		
B.R. Ambedkar Bihar University	7-3-98 to 27-3-98	North East Zone	Calcutta University	2-12-97 to 24-12-97		Eastern Zone		
Patna University	17-2-98 to 9-3-98	All India	Kurukshetra University	10-12-97 to 30-12-97		North Zone		
Rajasthan University	23-3-98 to 14-3-98	Need based — Rajasthan Univ & its Colleges	Lucknow University	4-2-98 to 24-2-98				
				2-2-98 to 28-2-98		Need based — Lucknow Univ & its Colleges		
Sri Venkateswara University	2-3-98 to 21-3-98	South Zone	Sampurnanand Sanskrit	15-12-97 to 5-1-98		All India		
Philosophy			Vishwavidyalaya	10-2-98 to 7-3-98				
Allahabad University	13-12-97 to 30-1-98 to 24-2-98	Uttar Pradesh & Western Zone		20-1-98 to 20-2-98				
B R Ambedkar Bihar University	27-2-98 to 19-3-98	North East Zone		26-1-98 to 17-2-98				
Calcutta University	27-2-98 to 21-3-98	East Zone	Jadavpur University	1-2-98 to 22-2-98				
Goa University	5-3-98 to 25-3-98	Goa & Maharashtra State	Rashtriya Sanskrit Vidyapeeth	26-12-97 to 15-1-98		West Bengal State		
				15-12-97 to 17-1-98		All India		
Patna University	9-2-98 to 28-2-98	All India	Sri Jagannath Sanskrit Vishwavidyalaya	02-02-98 to 21-02-98				
Utkal University	Jan -Feb 98	East Zone		15-12-97 to 11-1-98		All India		
Ranchi University	1-12-97 to 20-12-97	Bihar State	Kuvempu University	15-1-98 to 12-2-98		Karnataka State		
Visva Bharati	7-2-98 to 27-2-98	All India	Sri Lal Bhadur Shastri Sanskrit Vidyapeeth	*				
Jadavpur University	2-1-98 to 22-1-98	West Bengal		4-12-97 to 24-12-97		All India		
	4-3-98 to 24-3-98			12-1-98 to 1-2-98				
Magadh University	*	All India		9-2-98 to 1-3-98				
Punjabi			Telugu	9-3-98 to 30-3-98				
Guru Nanak Dev University	9-2-98 to 28-2-98	All India	Sri Venkateswara University	2-3-98 to 21-3-98		All India		
Punjabi University	*	All India	Telugu University Hyderabad	1-12-97 to 24-12-97		All India		
Russian			Tamil					
Central Institute of English & Foreign Languages	2-1-98 to 21-1-98	All India	Madras University	5-2-98 to 25-2-98		South Zone		
Social Work/ Social Science			Tamil University	February 98		All India		
Allahabad University	12-12-97 to 9-1-98	Need based — Allahabad Univ & its Colleges	Urdu					
	17-2-98 to 15-3-98		Aligarh Muslim University	9-3-98 to 4-4-98		All India		
Jamia Millia Islamia	3-2-98 to 23-2-98	North, East & South Zone	Jamia Millia Islamia	12-1-98 to 2-2-98		North, West Zone		
Tata Institute of Social Sciences	9-3-98 to 30-3-98	All India	Ranchi University	1-12-97 to 20-12-97		Bihar State		
Visva Bharati	15-1-98 to 4-2-98	West Bengal	L N. Mithila University	1-12-97 to 21-12-97		All India		
Sociology			Pali					
Gorakhpur University	1-12-97 to 21-12-97	Uttar Pradesh	Magadh University	*		All India		
	4-2-98 to 24-2-98		Gandhian Studies					
Jai Narain Vyas University	2-3-98 to 23-3-98	Rajasthan	Gandhigram Rural Institute	*		All India		
University of Mumbai	2-1-98 to 27-1-98	Need based — University of Mumbai & its Colleges	Women's Studies					
Panjab University	11-3-98 to 7-4-98	Panjab, H.P. & Haryana States	Banaras Hindu University	4-2-98 to 24-2-98		Uttar Pradesh		
Pt. Ravi Shankar Shukla University	22-12-97 to	Madhya Pradesh	Calcutta University	6-1-98 to 30-1-98		West Bengal, Orissa, Assam		
Bangalore University	15-3-98 to 10-4-98	Karnataka State	Jadavpur University	2-2-98 to 25-2-98		North Eastern States		
			Tata Institute of Social Science	*		Gujarat, Rajasthan & Maharashtra States		
			S.N.D.T. University	2-3-98 to 25-3-98		Maharashtra, Goa		
			Applied Research					
			Gandhigram Rural Institute	18-2-98 to 10-3-98		All India		
			Corporate Secretaryships					
			Alagappa University	March 98		All India		



ADVANCE INSTITUTE OF MANAGEMENT

(Approved by AICTE, Govt. of India)
(Sponsored by Sathe Group of Industries)

PGDBM ADMISSION NOTICE 1998

THE INSTITUTE : AIM has been established to disseminate State-of-the Art, management principles and practices to young men & women. The Institute draws heavily on the skills, knowledge and experience of eminent Faculty from academic field & industry. The Institute provides Scholarships to economically backward, meritorious and deserving students.

THE CAMPUS : The Institute is shifting to its New Campus situated at 27th K M, NH-24, Delhi-Hapur Bye pass road, Ghaziabad from Feb. end 1998.

ELIGIBILITY : Graduation in any discipline from any recognised Indian or Foreign University. Students appearing for the final degree examination can also apply (As per AICTE norms).

ADMISSION PROCEDURE : Admission shall be through **ENTRANCE TEST** to be held at Bhopal, Calcutta, Chandigarh, Delhi, Ghaziabad, Hyderabad & Lucknow by the Institute on 15th Feb. 1998. Those who qualify the entrance test will be called for Group Discussion & Personal Interview. Meritorious students (securing above 70% marks at graduation level) & Foreign Nationals/NRI's/NRI sponsored and Company sponsored candidates are exempted from the written test, but shall appear for G D & P I. The institute reserves the right to cancel/change the test centres. Candidates appearing in the 8th Feb. 1998, G-INDO MAT

examination will also be eligible for admission after qualifying AIM's G D & P I.

PROSPECTUS & APPLICATION FORM : Application and the brochure can be obtained on payment of Rs. 400/- through a demand draft payable at Ghaziabad in favour of Advance Institute of Management or from the Institute's Office against cash payment of Rs. 375/- on all working days between 10 am & 4 pm.

PLACEMENT : The Placement Cell of the Institute actively assist the students for the best placement. Our 95' batch students got 93% placement.

HOSTEL ACCOMMODATION : The Institute provides hostel accommodation both for boys & girls separately.

ISSUE OF APPLICATION FORMS : 15 Dec. 1997.

LAST DATE FOR RECEIVING COMPLETED FORMS : 03 Feb. 1998.

DATE OF ENT. TEST : 15th Feb. 1998.

APPLY TO : The Registrar, Advance Institute of Management.

II A/16, Nehru Nagar, Ghaziabad. U.P. (201 001).

Ph. (0575) 792341, 792780 Fax. 700316.

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CLASSIFIED ADVERTISEMENTS

INTERNATIONAL INSTITUTE FOR POPULATION SCIENCES (DEEMED UNIVERSITY)

Applications are invited for the following posts at the Institute.

(1) PROFESSOR : 4 POSTS

- (1-Dept of Fertility Studies)
- (1-Dept of Development Studies)
- (1-Dept of Mathematical Demography & Statistics)
- (1-Dept of Public Health & Mortality Studies)

(a) Qualifications required :

DEPT. OF FERTILITY STUDIES

i) **Essential** : Ph D in Demography/Population Studies/Bio-Medical Science/Environmental Science or in any Social Science subjects listed in ICSSR/Statistics/Mathematics with specialization in Population Studies and with minimum of 10 years experience of which 5 years experience as Reader of postgraduate teaching/research in Population Studies at a University or National Institution

ii) Desirable :

(a) Experience of having successfully guided students for the award of Ph D. degree in Population Studies and/or published original research papers in the area of fertility

DEPT. OF DEVELOPMENT STUDIES

i) **Essential** : Ph D in Demography/Population Studies/Bio-Medical Science/Environmental Science or in any Social Science subjects listed in ICSSR/Statistics/Mathematics with specialization in Population Studies and with minimum of 10 years experience of which 5 years experience as Reader of post graduate teaching/research in Population Studies preferably in the area of Population and Development Studies at a University or National Institution

ii) **Desirable** : Experience of having successfully guided students for the award of Ph D degree in Population Studies and/or published original research papers in reputed journals in the area of Population and Development Studies

DEPT. OF MATHEMATICAL DEMOGRAPHY & STATISTICS

i) **Essential** : Ph D in Demography or in Statistics/Mathematics with specialization in Demography with minimum 10 years experience of which 5 years experience as a Reader of postgraduate teaching and/or research in Population Studies preferably in the field of Mathematical Demography at a University or National Institution

ii) **Desirable** : Experience of having successfully guided students for the award of Ph D. degree in Population Studies and/or published original research papers in reputed journals in the area of Mathematical Demography

DEPT. OF PUBLIC HEALTH AND MORTALITY STUDIES

i) **Essential** : Ph D in Demography/Bio-Medical Science/Environmental Science or in any Social Science subjects listed in ICSSR/Statistics/Mathematics with specialization in Population Studies and with minimum of 10 years experience of which 5 years experience as a Reader of postgraduate teaching/research in Population Studies preferably in the area of Public Health and/or Mortality at a University or National Institution

ii) **Desirable** : Experience of having successfully guided students for the award of Ph D degree in Population Studies and/or published original research papers in reputed journals in the area of Public Health and Mortality Studies

(b) **Scale of Pay** : Rs 4500-150-5700-200-7300 plus allowances

(c) **Age Limit** : 50 years as on the last date of receipt of applications

2) READER : ONE POST, DEPT. OF MIGRATION AND URBAN STUDIES

(a) Qualification required :

i) **Essential** : Ph D in Demography/Population Studies or in any Social Science subjects/Statistics/Mathematics with specialization in Population Studies and with minimum of 8 years experience of which 5 years experience as a Lecturer of postgraduate teaching/research in Population Studies

preferably in the area of Migration and Urban Studies at a University or National Institution. Candidates from outside the University system, in addition shall have atleast 55% of marks or an equivalent grade at Master's degree level

ii) **Desirable** : Experience of guiding students for the award of Ph D degree in Population Studies and/or research published in reputed journals in the area of Migration or Urbanisation

(b) **Scale of Pay** : Rs 3700-125-4950-150-5700 plus allowances

(c) **Age Limit** : 45 years as on the last date of receipt of applications

Applications in the following format alongwith attested copies of degrees and all testimonials, birth certificate, marksheets, published research articles, etc., should reach the following address on or before February 06, 1998.

Director
International Institute for Population Sciences
Govandi Station Road, Deonar,
MUMBAI # 400 088

Applicants working in Govt /Semi-Govt organisations should send their applications through proper channel Applications incomplete in any respect and those received after due date shall not be entertained

Dr. K.B. Pathak
DIRECTOR

FORMAT APPLICATION

- 1 Post Applied for & Department
- 2 Name in full (Block Letters)
- 3 Sex
- 4 Father's/Husband's Name
- 5 Date & Place of Birth
- 6 Residential Address
 - i) Permanent
 - ii) Present to which communication to be sent
- 7 Nationality
- 8 Marital Status
- 9 Educational Qualifications (Graduation onwards)
- 10 Research Publications (articles/books/journals published)
- 11 Experience (indicate separately)
 - i) Teaching
 - ii) Research
- 12 Details of Employment
- 13 References (Rank of Gazetted Officer)
- 14 Any other information (attach separate sheet)

Affix Recent
Passport Size
Photograph

DECLARATION

I declare that all the statements made in this application and its annexures are true to the best of my knowledge and belief.

Place
Date

SIGNATURE OF APPLICANT

MARIAN COLLEGE**KUTTIKKANAM****(Aided College affiliated to Mahatma Gandhi University)**

Applications are invited for Lecturer in Business Administration (Community Merit-1)

Age : As prescribed by M G University and Govt. of Kerala

Qualifications : MBA degree with a first class or a second class with not less than 55% of marks and a pass in the UGC eligibility test

Appointment is subject to the approval of the University

Application forms can be had from college office on payment of Rs 200/- by person, or by post by sending M O of Rs 220/- to the Manager, Marian College, Kuttikkanam P O Peermade-685 531 Apply within one month from the date of publication of this notification.

Kuttikkanam

8-1-1998

MANAGER

ST. BERCHMANS' COLLEGE**CHANGANASSERY****KERALA STATE, PIN-686 101
SOUTH INDIA**

Wanted Lecturers in M B A for the following categories — Open Quota/Community Quota — U G C Scheme

1 B.E/B Tech (Production) + M B A (1 Post)

2 M B A (Marketing) (1 Post)

3 M Com + M Phil/Ph D (2 Posts)

3-5 years teaching experience in Business Administration (Accounting for Business, Finance Management) desirable

4 M Sc (Statistics) + M Phil/Ph D (1 Post)

3-5 years teaching experience in Operation Research, Business Maths, Statistics for Business, Research Methodology desirable

Age : According to Govt. Service and University regulations

General Qualifications :1st or 11nd class Master Degree in the concerned subject with not less than 55% of marks
A pass in the U G C eligibility test for the categories of 3&4Apply to the Principal within one month from the date of publication of this notification
Applications and other details can be had from the College Office on payment of Rs 300/-

PRINCIPAL

UTKAL UNIVERSITY**Vani Vihar, Bhubaneswar**

Advertisement No. Estt.-1/1041-C(Vol.-VIII/1447/97, dated 8.1.98)

Applications in prescribed form are invited for the following posts

1 Anthropology : P-1*, R-2 (1-Social Anthropology, 1-Physical Anthropology) L-2-[1-So-

cial Anthropology (SC), 1-D S A -Regional Dev (ST)]

2 Analytical & Applied Economics : P-1 (Lien Vacancy) L-6 [1-ST (Math Economics), 1-ST(W), 1-SC, 1-SEBC, 2-UR (1-Lien Vacancy)]

3 Botany : R-2, L-1 (SC-Lien Vacancy)

4 Chemistry : R-1 (Lien Vacancy), L-1 (ST-Theoretical Chemistry)

5 Computer Application (MCA) : R-2 (1-Lien Vacancy), L-3 (1-ST, 1-UR, 1-SEBC)

6 Commerce : R-1

7 Geography : R-2 (1*), L-1 (ST)

8 Geology : P-2 ((1-TATA CHAIR-Industrial Minerals), R-1*)

9 History : P-1*

10 Law : P-1, L-2 [1-ST(W), 1-ST], Part Time Lect in Law-8

11 Library and Inf. Science : L-1 (ST)

12 Mathematics : P-1*

13 Oriya : P-2 (1-Satyabadi Chair, 1-Mayadhar Mansingh Chair in Comparative Indian Literature-D S A Post), R-1, L-2 [1-(SC), 1*(UR)], L-1 in DDCE (ST)

14 Psychology : P-1* (Animal Psychology)

15 Philosophy : R-1, L-2 [1-(SC)-Traditional Scholar and 1*(UR)]

16 Physics : P-1*, L-1(ST)

17 Labour Welfare : R-2, L-1(ST)

18 Political Science : P-1

19 Sanskrit : L-2 [1-(ST)-Vedic Literature, 1-(SC)]

20 Statistics : P-1*, R-1*

21 Zoology : P-1*, R-1(Temporary), L-1 (ST)

22 Hindi : L-1* (UR)

P = Professor, R = Reader, L = Lecturer,

*-Anticipated vacancy.

Reserve category -

ST-Scheduled Tribe, SC-Scheduled Caste SEBC-Socio-Economically Backward Classes, W-Women, UR-Un-Reserved

For obtaining FORMS apply to the Registrar with D D of Rs 50/- (Rupees fifty) only payable to COMPTROLLER OF FINANCE, UTKAL UNIVERSITY AT STATE BANK OF INDIA, UTKAL UNIVERSITY CAMPUS BRANCH LAST DATE for receipt of filled in application forms alongwith all enclosures is 10th February, 1998. Separate application is required for each post Detailed terms and conditions of the posts shall be given alongwith the application form In the event of non-availability of candidate from a particular reserve community the post will be filled-up as per provision of ORV Act, 1975 on applying exchange of Reservation between the SC & ST.

REGISTRAR

INDIRA KALA SANGIT**VISHWAVIDYALAYA,****KHAIRAGARH (MP)**

No. RD/98/2

NOTICE

In continuation of the Employment Notice No RD/97/1536, dated 27th September, 1997, it is hereby notified for information of all concerned that the last date for receipt of the duly filled up prescribed Application Form has been extended upto 10th February, 1998. No Form or cost of Form will be supplied/accepted after 31st January, 1998.

Khairagarh,
3rd January, 1998U.G. Pathak
ACT. REGISTRAR
(ADMN.)**INDIAN INSTITUTE OF
TECHNOLOGY, BOMBAY****Powai, Mumbai 400 076****Advt. No. L-23/97-98**Applications are invited for the post of **WORKSHOP SUPERINTENDENT** in the scale of Rs. 3700-125-4950-150-5700 (unrevised) (Emoluments at the minimum of the scale Rs 11005/- per month)**Qualification & Experience :** Ph.D plus 1st class at preceding degree + 5 years experience OR M Tech 1st class plus 7 years experience in Mechanical/Production/Manufacturing Engineering Candidates with less experience may be considered for the lower position in the scale of Rs. 2200-4000 (unrevised).

Application form alongwith Information Sheet can be had from the Registrar, I.I.T. Powai, Mumbai-400 076, by sending a self addressed and stamped envelope of Rs. 2/- of 25 cm x 10 cm size Completed application form together with copies of certificates, experience etc and Demand Draft for Rs. 100/- drawn on any nationalized bank in favour of Registrar, I.I.T. Bombay, should reach the Registrar, I.I.T. Bombay, Powai, Mumbai-400 076 on or before 10.2.98.

REGISTRAR